

DOCUMENT RESUME

ED 307 977

PS 018 019

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TITLE The Kindergarten Guide for Instructional Planning.
INSTITUTION Mississippi Univ., Jackson. Early Childhood Leadership Inst.
SPONS AGENCY Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE Jul 88
NOTE 503p.; Printed on colored paper.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF02/PC21 Plus Postage.
DESCRIPTORS *Elementary School Curriculum; *Instructional Development; *Kindergarten; *Learning Activities; Primary Education; State Curriculum Guides; *Units of Study
IDENTIFIERS *Instructional Management; *Mississippi

ABSTRACT

This color-coded curriculum guide is designed to facilitate instructional planning and help Mississippi's kindergarten teachers develop their schools' instructional management plan. Five broad units of instruction are presented, each of which has been tested, revised, and extended by classroom teachers. The units, which encompass many unit themes teachers include in the kindergarten curriculum, are titled: "Myself, My Home, and My School"; "Harvest Time"; "Making Memories"; "Sky, Land, and Water"; and "Growth and Change". These extended units are designed to involve students for a month or more. Each, however, can be broken down into related mini-units of one or two weeks. Each unit specifies: (1) general goals to guide planning; (2) methods of evaluation; (3) specific unit goals; (4) unit concepts to be developed; and (5) projects and activities. Another major purpose of the guide is to incorporate into unit format ideas provided in "Implementing Kindergarten in Mississippi: Teachers' Resource Book (TRB)", previously published by the State Department of Education. Listed at the end of each of the guide's units are supplementary activities from the "TRB" which can be used in conjunction with the unit. (RH)

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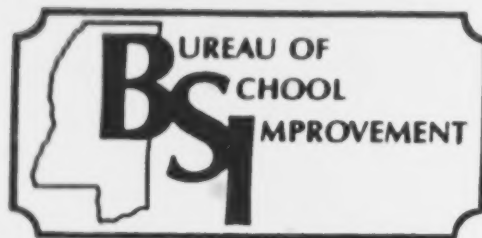
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THE KINDERGARTEN GUIDE FOR INSTRUCTIONAL PLANNING

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STATE DEPARTMENT OF EDUCATION
JACKSON, MISSISSIPPI
JULY 1988

THE KINDERGARTEN GUIDE FOR INSTRUCTIONAL PLANNING

Developed by

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The University of Mississippi

Under Contract with

The Bureau of School Improvement
State Department of Education
Jackson, Mississippi

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INTRODUCTION

THE KINDERGARTEN GUIDE FOR INSTRUCTIONAL PLANNING

Developing an instructional Management Plan for kindergarten can be a very lengthy and involved process, but such a plan can be an invaluable aid to teachers if they really try to focus on what will be useful to them as they strive for instructional excellence. This Guide is designed to facilitate planning and to act as a tool in helping kindergarten teachers develop their school's personalized IMP.

Five broad units of instruction are presented in the Guide. Each unit presented has been tested, revised, and extended by seven or eight classroom teachers, all of whom adapted the suggested projects and activities to suit their own personalities, preferences, and available resources. Each of these units can be broken down into related mini-units of one or two weeks. The topics presented were selected to encompass the many unit themes most teachers choose to include during the kindergarten year. Those teachers who do plan weekly units, therefore, can still find ideas to use in expanding their own units.

Another major purpose of this Guide is to incorporate the excellent ideas in Implementing Kindergarten in Mississippi: Teachers' Resource Book (TRB), previously published by the State Department of Education, into the unit format. Because the book provides such a wealth of information and activities, its very size makes it difficult to use in unit planning. This Guide is intended to alleviate that problem to some extent by listing at the end of each unit the related projects and activities from the TRB which could be used with that unit.

Rather than repeating much information over and over again, abbreviations have been used as follows:

1. Mastery Level Skills (MLS) and Introductory Level Skills (ILS) from the Mississippi Curriculum Guide are noted by number, just as they are numbered in the blue Curriculum book.

2. Curriculum Areas are abbreviated according to this code...A (Art), ALA (Accelerated Language Arts), CE (Computer Education), FL (Foreign Languages), H/PE (Health/Physical Education), LA (Language Arts/English), MA (Mathematics), MU (Music), OC (Oral Communication), R (Reading), S (Science), and SS (Social Studies).
3. Evaluation techniques are abbreviated according to this code...Observation (O), Listening (L), Checklist (C), Product Analysis (PA), Experience Chart Summary (ECS), Photographs (P), Portfolio (PF), V (Videotape), Formal Test (FT), Informal Test (IT), Anecdotal Record (AR).

HIGHLIGHTS OF UNITS

The unit themes included in this Guide are: "Myself, My Home, and My School," "Harvest Time," "Making Memories," "Sky, Land, and Water," and "Growth and Change." The advantages of planning extended units of a month or more include these: (1) children have time to become very involved with the theme and can initiate many experiences themselves; (2) projects which take many days to complete and help children sustain their interest over time can be included in the unit; (3) teachers are not so rushed to change displays and provide motivational materials related to each theme; (4) the use of broad topics allows each teacher much individual flexibility in working within the theme; (5) children have time to see their own work displayed as part of the unit and this encourages further projects initiated by individual children; and finally, (6) children are not rushed to complete all available activities in one week, and thus learn that they can take time to do quality work, rather than being encouraged to sprint from activity to activity with little effort or involvement in doing a good job.

Projects.

In the Guide, projects and activities have been noted separately. Projects, as defined in relation to these units, extend over a long period of time (usually two or more weeks and often a month or more). In many projects children work individually toward a common "group" goal. In a bulletin board project related to "Sky, Land, and Water," for example, each child makes something to put on the Land section of the bulletin board during the time when the study focuses on animals of the land, vehicles that go on land, and plants that live on the land. The project includes such work related to the Sky section of the unit, and is not completed until after the Water section. Some projects may be individual. Having each child construct a transportation vehicle that goes on the land, in the air, or in the water, is a project that might take two weeks. Periodically during the work, the teacher or assistant teacher would talk with each child about his/her project, encouraging addition of more details and helping the child to articulate what he or she has done and how it was done. This process helps the child to sustain interest in the project over a period of time and also prepares the child for the group sharing time that concludes all project work. During group sharing of project work, each child shows what he or she has done and explains how it was done to the other children, who have an opportunity to ask questions about this portion of the project. The projects described in this Guide would be written into the daily lesson plans for several days, as small groups of children each day worked on portions of the projects.

Activities.

Activities are defined here as those everyday supporting events that contribute to specific objectives related or unrelated to the unit theme. Activities are usually completed during one day's time, or may involve manipulation of materials, singing a song, or listening to a story... classroom events that really are not designed to be "completed" at all. Activities would usually be written into the daily lesson plans for one or two days only. Both activities and projects contribute to the planning of a balanced kindergarten unit.

Organization.

In each of the units that follows, broad goals, unit goals, and unit concepts are defined first. The next pages describe projects that might be included in the unit. There are more projects presented than would usually be completed, and this allows for individual teacher to be selective in developing project ideas which best fit their interests, time, physical facilities, and resources. The projects are numbered P1, P2, and so on, to differentiate them from the activities that follow. Suggested activities follow the project pages. The activities described are only representative of those that might be included in a unit. Most teachers already have a collection of activity ideas that relate to the topics, and since space here does not permit an exhaustive coverage of any one topic, activities have been limited. Following each unit's activity descriptions are selected activities from the TRB that could also correlate with the unit.

Details.

In order to keep this Guide small enough to be useful, detailed descriptions of activities (recipes, songs, poems, etc.) are usually not presented. In order to save space, none of these units are totally comprehensive and do not include everything covered during the course of a year in the kindergarten classroom. For example, little has been included in the areas of cooking, music and physical education. Also, areas of reading readiness such as letter recognition and sound recognition are by no means complete, although representative examples are shown.

Supplementation.

Many other games and activities should be planned by the classroom teacher. These units should just be considered as a core around which to build a comprehensive curriculum designed to meet the needs of the children in the teacher's classroom.

Bibliography.

A bibliography of children's books that are specifically included as a base for project work is included at the end of the guide. A bibliography of helpful teachers' resource books is also included.

Assessment.

A variety of assessment tools and techniques are appropriate for use with kindergarten children. Those most frequently selected by teachers have been used in conjunction with these units and are defined for this purpose as follows:

- (AR) Anecdotal Record. A written record of specific situations involving a single child or groups of children. The recorder writes down exactly what is observed.
- (C) Checklist. A list of skills or objectives which can be checked off by the teacher as the child's behavior indicates mastery. (A sample Checklist is included in the Appendix.)
- (ECS) Experience Chart Summary. The children dictate as the teacher writes an experience story about a completed activity, project, or unit. The teacher judges gaps in knowledge and experience through the children's responses.
- (FT) Formal Test. A test requiring the children to write, mark, or color in specific responses which can be assessed right or wrong.
- (IT) Informal Test. A set of hands-on activities or games arranged by the teacher to assess the child's skills or knowledge. This may be used as a tool in completing the checklist.
- (L) Listening. The teacher's focused auditory awareness of a child's oral responses. Over time the teacher begins to note patterns or oral language and reflections of thinking patterns exhibited by individual children.
- (O) Observation. The teacher's focused visual awareness of a child's behavior within a specific set of circumstances. Over time the teacher begins to note patterns of behavior typical of individual children.
- (P) Photographs. A visual record of a child's participation in activities and projects. These may be used as a base for an (ECS).
- (PA) Product Analysis. A scale or set of criteria (written and unwritten) is used to assess the quality of a product produced by a child or children.
- (PF) Portfolio. A cumulative file of a child's products including samples of art work, drawing/writing, dictation, photographs showing constructions, etc. The checklist (C) and tests can be included in the portfolio, but the focus is on work done by the child.
- (V) Videotape. A visual record of classroom activity and flow. This can also be used by the teacher as an extension of (O).

MYSELF, MY HOME, MY SCHOOL

GENERAL GOALS TO GUIDE PLANNING:

- | | | | |
|----------------------------------|-----------------------|--|--|
| 1. KNOWLEDGE | 2. SKILLS | 3. DISPOSITIONS | 4. LANGUAGE |
| a) Knowledge of self | a) Creative thinking | a) Independence | a) Naming and labeling |
| b) Knowledge of others | b) Logical thinking | b) Positive self image | b) Communication |
| c) Math concepts and systems | c) Physical control | c) Curiosity | c) Expression of ideas, feelings and knowledge |
| d) Knowledge of physical world | d) Interaction | d) Openness | d) Facilitation of thinking |
| e) Knowledge of cultures | e) Visual form-making | e) Autonomy | |
| f) Knowledge of linguistic world | f) Self-help | f) Confidence in problem solving | |
| g) Knowledge of biological world | g) Musical | g) Eagerness to learn new things | |
| | h) Artistic | h) Appreciation for music, art, cultures | |

METHODS OF EVALUATION:	(PA) Product Analysis	(C) Checklist	(O) Observation	(L) Listening
	(ECS) Experience Chart Summary	(P) Photographs	(V) Videotape	(PF) Portfolio
	(FT) Formal Test	(IT) Informal Test	(AR) Anecdotal Record	

SPECIFIC UNIT GOALS:

1. KNOWLEDGE
 - a) The children will develop stated concepts related to self, home, and school.
 - b) The children will begin to understand "self" as members of various groups...family, community, school, etc.
 - c) The children will begin to recognize their own unique physical, social, emotional, and cognitive characteristics.
 - d) The children will become familiar with class and school routines.
2. SKILLS
 - a) The children will begin to develop self-help skills within the classroom.
 - b) The children will begin to recognize their own name and names of their friends in print.
 - c) The children will begin to develop skill in using common classroom tools...scissors, glue, markers, pencils, chalk, etc.
 - d) The children will be encouraged to develop skill in writing their own names.
 - e) The children will begin to use the skills required to complete everyday classroom tasks...feeding the animals, watering the plants, serving snacks, etc.

3. DISPOSITIONS

- a) The children will be introduced to the idea that they have positive characteristics and abilities and will be encouraged to develop positive self-images.
- b) The children will demonstrate initiative and independence in learning new things in keeping with their levels of development.
- c) The children will indicate a willingness to cooperate within the class group.
- d) The children will begin to develop positive attitudes toward maintaining an organized classroom environment.
- e) The children will be encouraged to develop positive attitudes toward school and the school experience.
- f) The children will be encouraged to develop positive attitudes toward the teacher and other members of the class.

4. LANGUAGE

- a) The children will begin to use oral language to speak within the group and in one-to-one situations.
- b) The children will begin to learn and use the names of the teacher and the other adults and children within the classroom.
- c) The children will begin to learn and use the name of the school principal and other adults with whom they will be in constant contact within the school.
- d) The children will use beginning writing/drawing to express their ideas and feelings about family, home, and school.

SPECIFIC UNIT CONCEPTS TO BE DEVELOPED:

- 1. I am a special person.
- 2. My name is different from other names.
- 3. My parents gave me my name.
- 4. My brain makes my other body parts work.
- 5. I have five senses to help me learn.
- 6. I have many body parts and each part has a name.
- 7. I look different from everyone else.
- 8. My hair and eyes and skin and other characteristics help people to recognize me.
- 9. I am like other children in some ways and different in some ways.
- 10. My body is constantly changing.
- 11. I can take care of my body.
- 12. My body needs to be kept clean.
- 13. I have special feelings about myself and others.
- 14. My feelings often change.
- 15. There are some things I do very well.
There are some things I cannot do yet.
I can learn to do new things.
- 16. There are words to describe feelings: happy, sad, afraid, excited, calm, etc.
- 17. I can tell about my special feelings with words.

18. My name begins with a special letter.
19. My name can be written down.
20. My thoughts and feelings can be written down.
21. I live in a kind of building.
22. My house is in a neighborhood.
23. My address tells where I live.
24. You can sometimes reach my house by telephone.
25. My telephone number tells how to get in touch with my house.
26. My family can include all the people who live together.
27. Some people in my family may not live in my house.
28. People in a family care about each other.
29. Some people in my family work to earn money.
30. People in my family do different things.
31. Brothers and sisters are a part of a family.
32. Some families have many people and some have only a few.
33. Grandparents are a part of a family.
34. My family is like other families in some ways and it is different in some ways.
35. Some families have animals living with them as pets.
36. I can draw a picture of myself.
37. I can draw a picture of my family.
38. I can name the people in my family.
39. I am a part of my school.
40. There are rules we must follow at school.
41. I have responsibilities at school.
42. School is a place to learn.
43. My school was built before I came, and other children may have come to my school long ago.
44. We have special learning times in school.
45. If the weather is good, we go outside each day.
46. During our "Activity" or "Centers Time" we work in learning "centers" or areas.
47. Silent Sustained Reading Time is a time when everyone reads a book without talking.
48. During "Group" or "Together" Time everyone in the class meets together.
49. We go to the library every week to hear a special story.
50. We go outside or to the gymnasium every week for special physical education.
51. In school we learn in many different ways: by doing things, by listening, by talking with other people and asking questions, by reading books, and by taking trips.
52. Many people work in a school.
53. Someone cooks for us at school.
54. The principal is the head person in a school.

- 55. There are many teachers in the school.
- 56. We have librarians and other special teachers in the school.
- 57. Someone works every day to keep the school clean.
- 58. We can make many new friends at school.
- 59. There are many children in my class.
- 60. There are many classes of children in the school.
- 61. Children in some classes are older than I am.
- 62. There are some special rooms in the school...a lunchroom, a library, an office, etc.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P1 "Me" Mobiles	P1 The children will identify things that tell about them (including their name) and hang symbols of these things on mobiles.	P1.a LA.251 SS.3	P1.a R.4	P1.a The teacher will talk with the children about the things they like to do and the things that "represent" them...(their names, their photographs, the things they do, their families, etc.)	P1 Coathanger or long stick String Junk materials Glue Staples Construction paper Old magazines Scissors	P1.a (C) (L)
		P1.b R.22	P1.b A.1,41 R.24	P1.b The teacher will ask the children to make objects or pictures about themselves to hang on mobiles. One thing they should include is their name.		P1.b (O) (C)
		P1.c R.21	P1.c OC.49 R.3,4 OC.51	P1.c The teacher will let the children share their mobiles as they finish them, telling about their special differences.		P1.c (PA) (L) (C)
P2 "Me" Puppets	P2 The children will recognize their personal characteristics and reproduce them on a puppet.	P2.a R.21	P2.a S.6 H/PE.2,13	P2.a The teacher will talk with the children about their bodies and body parts. S/he will make an experience chart as children tell what clothes we can wear on different parts of the body.	P2.a Chart paper Markers	P2.a (C) (ECS) (L)
			P2.b LA.288 H/PE.193	P2.b The teacher will have each child look in a body-length mirror and tell what they see ...eye color, hair color, lips, nose, skin color, etc.	P2.b Body mirror	P2.b (L)
			P2.c A.43	P2.c The teacher will show the children how to trace a body shape from a cardboard pattern and cut out the figure.	P2.c Body-shape template	P2.c (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P3 "Me" Booklet	P3A Each child will make an individual book summarizing information about his/her family.	P2.e R.21 MA.28	P2.d A.4	P2.d The children will use a variety of available materials to make clothes for their body shapes. They will use yarn for hair, will draw eyes and other body features.	P2.d Yarn Fabric scraps Wallpaper scraps Construction paper Junk materials	P2.d (PA)
				P2.e Dressed puppets will be shared and compared. Figures may be used to graph hair color, eye color, types of clothing, etc.	P2.e None	P2.e (L) (O)
			P2.f LA.337	P2.f The dressed puppets will be put into the Dramatic Play Center for children to use spontaneously.	P2.f None	P2.f (O)
		P3A.a LA.251 SS.3	P3A.a A.1 H/PE.7	P3A.a The teacher will provide the child with a piece of drawing paper on various days labeled with a topic such as "My Brothers and Sisters," "My Parents," "My Pets," "Things I Like to Do," "Places I Like to Visit," etc.	P3A.a Drawing paper with labels	P3A.a (O) (PA) (C)
			P3A.b R.9 LA.341 A.1,41	P3A.b The children will be asked to make drawings and write or dictate stories about the various topics.	P3A.b Markers	P3A.b (O)
		P3A.c R.115	P3A.c A.41,43	P3A.c When all children have had a chance to complete 5 or 6 pages, the teacher will ask each child to design a cover for his/her booklet.	P3A.c Construction paper Markers	P3A.c (O) (C)
				P3A.d The completed pages will be stapled together with the cover and a back to make a "bound" booklet.	P3A.d Staples/ Stapler Completed pages	P3A.d (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P4 Family Graph	P3B The children will talk about their families and their completed projects.		P3B.a R.3 LA.337,340 OC.2,41,45, 51	P3B.a The children will be given an opportunity to show and tell about their booklets. The teacher will ask each child to share a "favorite" page.	P3B Completed booklets	P3B (L) (O) (PA)
			P3B.b OC.51	P3B.b The books will be put into the Library Center so that other children can look at them.		
	P4A Each child will identify and draw the members of his/her family.	P4A LA.251 SS.3 H/PE.7	P4A A.1	P4A The teacher will give each child a house shape and ask him/her to draw all of his/her family members.	P4A House shapes Markers	P4A (O) (PA) (C)
	P4B Each child will count and graph the number of people in his/her family.		P4B.a&b MA.31,239 SS.61	P4B.a After the drawings are completed, the teacher will ask each child to name the people in the picture and to count them (with assistance). The teacher or assistant will write the numeral for the number of people in the family on the roof of the house.	P4B.a Drawings Markers	P4B.a (L) (O)
				P4B.b The children will bring their houses to the large group area. Each will come up in turn and tape his/her drawing on a graph grid with columns labeled 2-10 (or more if needed).	P4B.b Drawings Graph grid	P4B.b (O)
		P4B.c LA.251 SS.3 H/PE.7	P4B.c H/PE.4	P4B.c The teacher will talk with the children about the information on the graph. How many children have 4 in the family? How many have 6? Whose families are the largest? Whose are the smallest?	P4B.c Graph	P4B.c (L) (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P5 "My School" Booklet	P4C Each child will learn to say his/her home address.	P4C.a SS.8	P4C.a SS.31	P4C.a On a second house shape, the teacher will ask each child his/her address (if known) and will write it on the house. The teacher will supply addresses for children who don't know, and will help them learn to say their addresses.	P4C.a House shapes Markers Addresses	P4C.a (O) (L) (C)
		P4C.b SS.8		P4C.b The drawings of family members will be taken off of the graph and the house shape with the address will be glued on the back of the drawing. These will be kept in a file for children to use independently and the teacher to use with the children to review addresses.	P4C.b Drawings Address houses Glue	P4C.b (PF) (IT) (C)
	P5 The children will recreate information learned about the school through writing/drawing.	P5.a SS.6,7	P5.a SS.38 OC.51	P5.a The teacher will take the children, 5 or 6 at a time, to visit special people and special places in the school, allowing a morning or afternoon for each visit.	P5.a None	P5.a (C)
		P5.b SS.6,7	P5.b LA.299 OC.11 H/PE.14	P5.b During the visits the teacher will call the children's attention to specific details of each environment by asking leading questions: "What do you see on the principal's desk?" "Can you tell what a principal does in the office?" "Is there something interesting to look at on the wall?" "What things does a secretary use to do work?" The teacher will discuss specifics of bus safety during visit with the bus driver, etc.	P5.b None	P5.b (O) (L) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P6 Block Map	P6A The children will become familiar with the school layout.	P5.c R.30	P5.c R.4,9 OC.3,13,33 LA.341	P5.c Following completion of each visit by all children, the teacher will have the children "remember" some of the things they noticed. These things will be written on an experience chart.	P5.c Chart paper Markers	P5.c (O) (ECS)
		P5.d LA.252 R.115	P5.d A.1,41	P5.d Each child will be given a sheet of drawing paper to do an individual drawing/ writing of the people visited in their special spaces. Some of the people that might be included are: the principal, the secretary, the librarian, the music teacher, the p.e. teacher, the art teacher, the lunchroom supervisor and workers, the custodians, the computer teacher, and the bus driver.	P5.d Drawing paper Markers	P5.d (PA) (O) (C)
				P5.e The pages of the children's books will be bound with a cover of wallpaper or construction paper.	P5.e Const. paper Wallpaper Books Completed pages Stapler/Glue	P5.e (PA)
			P5.f OC.3,12,51 R.4	P5.f The children will each share a page of their booklet, and the booklets will be put into the Library Center for others to look at before they go home.	P5.f Booklets	P5.f (PA) (O) (L)
				P6A.a The teacher will take the children on a tour of the entire school. They will notice the location of various classrooms, halls, bathrooms, etc., within the school.	P6A.a None	P6A.a (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	P6B The children will develop an idea of spatial relationships within the school.	P6A.b R.28	P6A.b R.110 SS.33,61	P6A.b Small groups of children will be taken to a central place within the school (the front door is suggested). From this location they will try to place the important spots within the building, using blocks to mark spaces, and letting the front door serve as a reference. All children will be given an opportunity to "build" the school using the blocks.	P6A.b Blocks Large paper or a sheet	P6A.b (PA) (O) (C)
		P6B.b R.28	P6B.b R.110 SS.33,61	P6B.a Back in the classroom, the children will be gathered in a circle around a large sheet or piece of cloth. P6B.b The teacher will use a block to define the location of the front door. The children will then be asked to locate the other rooms in the vicinity of the classroom, and to put in the important places they remember within the school, using blocks.	P6B.a Cloth or sheet P6B.b Blocks Cloth or sheet	P6B.b (O) (PA) (C)
		P6B.c MA.34		P6B.c When the children are satisfied with the block map, they will draw around the blocks to mark the spaces permanently on the cloth.	P6B.c Permanent markers Sheet or cloth Blocks	P6B.c (C) (O)
			P6B.d R.1,43 LA.250	P6B.d The teacher will ask the children to label the various spots marked, using invented spelling. The map will be displayed along with a picture of the room.	P6B.d Completed drawing	P6B.d (O) (PA) (P)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P7 "Oh, What a Miracle Am I" Bulletin Board	P6C The children will develop an idea of spatial relationships on the playground.	P6C.a R.28	P6C.a R.110 SS.33,61	P6C.a Following the same sequence of steps outlined above, the children will complete a group map of the playground.	P6C Cloth or sheet Blocks Permanent markers	P6C.a (O) (PA)
			P6C.b R.110 SS.33,61	P6C.b The children will each be asked to draw a map of the playground to use in a "My School" booklet (as described in P5.)		P6C.b (O) (PA)
	P7 The children will reproduce body parts emphasized in the song, "Oh, What A Miracle," by Hap Palmer.		P7.a H/PE.190, 193,194 MU.1,3	P7.a The teacher will have children listen to and move to "Oh, What a Miracle Am I" throughout the unit. They will learn to sing and interpret the song.	P7.a Record, "Oh, What a Miracle" by Hap Palmer (<u>Walter the Waltzing Worm</u>)	P7.a (O) (PA)
			P7.b LA.262 A.1,43 H/PE.13,193 S.6	P7.b The teacher will ask the children to draw pictures of various parts of their bodies doing the movements suggested in the song: hands...clapping, feet...stamping, arms...swinging, spine...bending & stretching, etc.	P7.b Paper Markers	P7.b (O) (PA)
			P7.c LA.19	P7.c The teacher will mount the children's drawings on a large bulletin board with the caption: "Oh, What a Miracle Am I," and various body-parts (i.e., "Hands That Clap," etc.)	P7.c Thumbtacks Staples/ stapler Letters	P7.c (PA)
		P7.d R.21	P7.d OC.51	P7.d The teacher will discuss with the children the likenesses and differences shown in their drawings and the method used to show the actions in different drawings.	P7.d Completed Bulletin Board	P7.d (C) (O) (L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation	
P8 Body Portraits	P8A The children will be able to reproduce their own characteristics on large outlines of their bodies.	P8B.b R.22	P8A.a H/PE.13 S.6	P8A.a The teacher will draw around each child to make one or two large outlines of his/her body.	P8A.a Large butcher paper or bulletin board paper Markers	P8A.a (O)	
			P8A.b OC.4,41,45	P8A.b The teacher will talk with each child about specific characteristics she/he can show that will identify the drawing as her/him. A mirror will be used as necessary.	P8A.b Same as above Mirror	P8A.b (O) (L)	
			P8A.c A.1,41	P8A.c The children will use junk materials, fabric scraps, paint, markers, etc., to add details to their body outlines.	P8A.c Fabric Wallpaper Paint Brushes Markers Junk material	P8A.c (O) (PA)	
	P8B The children will dress their body portraits in relation to selected units.		P8B.a A.5,41	P8B.a If desired, two body outlines will be stapled together by the children, and then stuffed to make the portraits 3-dimensional.	P8B.a Staples/ stapler Newspaper or other stuffing	P8B.a (O) (PA)	
			P8B.b	P8B.b 3-D portraits will be dressed in the child's own "extra" clothes and these will be displayed with the child's name in the classroom (if space permits).	P8B.b Children's clothes	P8B.b (O) (C)	
			P8B.c OC.29	P8B.c These body portraits will be kept and re-dressed throughout the year according to various themes. (i.e., as pilgrims or Indians during "Harvest Time"; as babies or toddlers during "Making Memories"; as astronauts, sailors, or airplane pilots during "Land, Sky, and Water.")	P8B.c Completed portraits	P8B.c (O) (PA) (P)	

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P9 "Three Little Pigs"	P9 The children will learn the classic story of "The Three Little Pigs," create the story setting, and act out the story.	P9.c R.115	P9.a R.62,73 OC.2	P9.a The teacher will read or tell the story of "The Three Little Pigs" several times until the children are familiar with the details and the story sequence.	P9.a Story of The Three Little Pigs (if needed)	P9.a (O) (L)
			P9.b	P9.b The teacher will provide three large boxes (such as refrigerator boxes) and will work with the children to decide how these boxes can be made to look like the houses of the three little pigs.	P9.b 3 large boxes	
			P9.c LA.4 A.5,41	P9.c The children may think of such details as using sticks for the stick house; using real straw for the straw house, and doing rubbings of real bricks for the brick house. As problems arise (such as how to keep the sticks on the box), the teacher will encourage group problem-solving by letting the children try what they suggest, even if it will not work. After the houses have been completed to the satisfaction of the children, let them add other story props (the cooking pot, for example).	P9.c Sticks Straw Paper Glue Junk materials	P9.c (O) (PA) (C)
			P9.d R.13 LA.340 OC.12,13, 21,22,23, 28	P9.d The teacher will place the finished houses and other props in the drama or housekeeping center (or in another available area) so that the props will encourage spontaneous "acting out" of the story. Simple dress-up articles will also encourage this (Pig and wolf masks, cloth scraps, etc.)	P9.d Houses from above Appropriate props	P9.d (O) (VT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Myself</u>						
1 Introduction	1 The children will identify several words they use to talk about themselves.	1.a R.22	1.a R.3 LA.279,280, 340	1.a The teacher will ask the children to think of some words they use to talk about themselves (I, Me, Myself) and words that other people use to talk about them (their name, nicknames, you, yourself).	1.a None	1.a (O) (L)
		1.b R.21	1.b OC.3,7	1.b The teacher will let selected children tell some ways they think they are different from other people.	1.b None	1.b (O) (L) (C)
				1.c The story "Gertrude McFuzz" will be used to extend the ideas discussed.	1.c Book, <u>Yertle the Turtle and other Stories</u> by Dr. Seuss	
2 Child Classification	2 The children will look at themselves and their classmates and compare likenesses and differences.	2.a MA.28 R.21		2.a The teacher will have the children in a large circle look around at their classmates and themselves and think about how they might group them by things that are alike...hair color, eye color, height, etc. This can be repeated several times.	2 None	2.a (C)
		2.b MA.34	2.b R.29 MA.35	2.b To add pattern awareness to this, the teacher will have the children make patterns using themselves. For example: a child stands, two children sit, a child stands, the next two sit, etc.		2.b (O)
3 Funny Faces	3 The children will make faces with eyes, noses, mouths, ears, and hair in appropriate locations.	3.a MA.30	3.a LA.3	3.a The teacher will ask the children to cut out eyes, noses, ears, and mouths from magazines. This may take more than one day.	3.a Scissors Magazines Glue Yarn	3.a (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
4 Mood Graph	The children will recognize that feelings change.	4.c MA.135	3.b LA.3,4 A.4,41,43	3.b Each child will select from the cut-outs those features she/he wants to glue on a paper plate to create a face. Hair of yarn or paper scraps can be added.	3.b Paper plates Glue Yarn Cut-outs	3.b (O) (PA)
			4.a LA.288 MU.3,74 OC.4,7,41 SS.2 R.4,13	4.a The teacher will play a recording about some feeling...happy, angry, sad, etc. After singing the song, she/he will discuss with the group the feelings described in the song and will ask about other ways we sometimes feel.	4.a Self-concept songs such as Hap Palmer's "Everybody Has Feelings"	4.a (O) (C)
			4.b R.4,9 OC.3,4,11, 41,45,48 SS.2 LA.299,341	4.b The teacher will write on an experience chart some of the children's responses under two columns: "How I Feel" and "What Makes Me Feel This Way."	4.b Chart paper Markers	4.b (L)
			4.c H/PE.5 OC.4,50	4.c The teacher will provide each child with a paper containing a graph grid showing days of the week and most usual feelings (sad, happy, angry, frightened, etc.) The children will be told that each day they will color in a square showing how they feel this morning.	4.c Week-day grid (one for each child)	4.c (PA) (O)
			4.d MA.31,239 SS.61 OC.29	4.d At the end of the week the teacher will help children summarize the information on their graphs. "How many times did you feel happy?" etc.		4.d (O) (L) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5 Playdough People	5 The children will represent the human shape in three-dimensional form.	5 LA.251 SS.3 H/PE.7	5 A.5,41	5 The teacher will provide a table for playdough play. The children will be asked to make pictures of people...themselves, their family, their friends, etc.	5 Plastic or vinyl cover for table Playdough Playdough tools (garlic press, forks and spoons, wooden mallet, popsicle sticks, etc.)	5 (O) (C) (PA)
6 Personal Blocks	6 Each child will make a block with his/her photograph to use for graphing.	6.c R.22	6.c R.19,43 OC.25	6.a The teacher will take pictures of individual children. Groups of four can be photographed together and their pictures cut apart. 6.b Each child will be provided with a standard-sized wooden block covered with a solid-color contact paper. (Covered blocks can be used again later.) 6.c The children will be directed in gluing their picture on one side of the block and their name plaque on the other. When the blocks are stacked one on another, the pictures should be aligned on one side and the names aligned on the other side. Cover the block with clear contact paper for permanence.	6.a Camera Film 6.b Block for each child Contact paper 6.c Pictures of children Covered blocks Clear contact paper	6.c (O) (C) (PA)
7 Birthday Graph	7 The children will be able to tell the month of their birth.		7.a R.43	7.a The teacher will prepare a long sentence strip with the months of the year proportionately spaced.	7.a Sentence strip divided into 12 sections	7.a (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
8 Thumbprint Math	8 The children will be able to represent environmental information in an abstract form using their thumbprints.	7.b R.22	7.b R.40 LA.9	7.b Each child will come up and place his/her personal block with his/her picture showing over the appropriate label for his/her birth. Blocks will be stacked one on another to make a rising column.	7.b Calendar strip Picture blocks	7.b (O) (C) (PA)
			7.c R.110 MA.31,239 SS.61 LA.299 OC.7,11,29	7.c The teacher will lead the children in a discussion to summarize the graph information: "How many children were born in each month?" "Which month has the most birthdays?" "Is there a month with no birthdays?" "Which children were born in the same month?" The summary of information will be recorded on paper and posted near the graph.	7.c Chart paper Markers	7.c (L) (O) (BCS)
		7.d R.21 MA.28	7.d R.110 MA.31,239 SS.61 LA.8	7.d The blocks will be used throughout the unit to quantify other personal data...hair color, eye color, sex, preferences (chocolate or white milk, pets in the home, etc.)		7.d (C) (O) (PA)
			8.a MA.31	8.a The teacher will talk about the things in the classroom and will present the idea that there are more of some things than others. The children will be asked to find something in the classroom that they can count. Each child will choose something and count it.	8.a None	8.a (L) (O)
			8.b R.9 LA.341	8.b After the children have counted their objects, they will be given a piece of heavy paper or light cardboard to make a summary poster. They will tell the teacher what they counted and how many they counted. This will be recorded as an experience story on the card.	8.b Heavy cardboard Markers	8.b (BCS) (L) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
9 House Construction	9 The children will cooperate to plan and construct a dwelling in the block center.	8.c MA.2,6,13	8.c MA.3	8.c On the poster with the experience dictation the children will make fingerprints using an inepad and will make the number of fingerprints specified by their counting. The teacher may write the numeral beside the	8.c Inepad Markers	8.c (C) (O) (L) (PA)
		9.a R.115	9.a LA.8 OC.42,47, 48	9.a The teacher will ask the children to build a structure where people live...a house, apartment, house trailer, etc. A small group of children will work each day, and at the end of centers time, each group will share the dwelling they build with the other children.	9.aab Blocks Camera Film	9.a (O) (L) (PA)
		9.b MA.38	9.b R.9 LA.341 OC.49,51	9.b If possible, the teacher will take photographs of the different structures, so the children can compare and write about their dwellings.		9.b (P) (ECS) (O)
10 Movable Mickey/Minnie	10 The child will match body parts with an outline.	10.a MA.34	10.a H/PE.13,193 S.6 LA.7	10.a The teacher will make a large child-sized drawing of Micky and Minnie Mouse with clothing and facial details on heavy card-board and cut it out. At every joint, (i.e., elbows, knees, neck, etc.) the body of the figure will be cut apart and the ends rounded slightly. A second drawing with no details, but only an outline, will be cut apart in the same way and fastened together with brads. Velcro strips will be put onto each part of the outline body, and matching strips on the detailed body, so that the detailed body pieces can be attached to the outline drawing like a puzzle.	10.a Posterboard Markers Scissors Velcro Brads	10.a (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
11 Our Class Bulletin Board	11 The child will make a drawing of him or herself to add to a group display.	10.b MA.30	10.b R.43 H/PE.13,193 S.6	10.b The teacher might also want to make body-part word cards that could be stuck onto the detailed body with velcro.	10.b Body-part word cards Velcro	10.b (O)
		11.a R.115	11.a A.1,41	11.a The teacher will make a large vehicle to go along with the beginning of school welcoming theme (circus clown car, train, boat, school bus, etc.). The children will be asked to make pictures of themselves about 6" to 8" high. These self-portraits will be placed in or near the vehicle, and the caption " (Bouncing, Sailing, Riding, Chugging, etc.) Along Together" will be added. The teacher and the children will work together to add appropriate scenery to the display.	11 Poster board Markers Bulletin board lettering Clear contact paper (if desired, to preserve drawing)	11.a (O) (PA) (C)
		11.b R.21	11.b R.68	11.b These self-portraits will be saved by the teacher so that an end-of-the-year comparison of details in the children's drawings can be made.		11.b (PF) (O) (C)
12 Songs and Games	12 The children will participate in a variety of body awareness songs and games.	12 LA.305	12 H/PE.13, 190,191, 193,*195 *LA.11 S.6 MU.3,73,74 OC.28	12 The teacher will provide musical and motor activities for the children throughout the unit. Choices of songs and games could include: *"The Hokey Pokey," "Simon Says," "Head and Shoulders," "Oh, What a Miracle," "If You're Happy and You Know It," "This Little Light of Mine."		12 (O) (V)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
13 "Things I Do Well" Experience Chart	13 The children will begin to be able to identify their name in print and to recognize the left to right pattern of print.		13.a R.4,9 OC.3 LA.341	13.a The teacher will record each child's name and a spoken response to the question, "What Can You do Well?"	13.a Chart paper Marker	13.a (ECS) (L) (O)
		13.b R.22		13.b Each child will glue a xeroxed copy of his/her photograph beside his/her name.	13.b Xeroxed photos Glue or tape	13.b (O) (C)
		13.c R.22,23	13.c R.43 LA.48,52	13.c The next day each child will be asked to come up and find his/her name (using the photo as a clue, if needed). The teacher will help guide the child's hand as she/he points from left to right and reads the words dictated the day before with assistance.	13.c Experience chart Labeled photos	13.c (O) (C) (L)
14 Name Graph	14 The children will identify the first letter of their names and put their names into the appropriate column on a graph.			14.a The teacher will make a large graph grid with the alphabet letters across the top, one letter to each 8" column. The teacher will write each child's name on a pre-cut rectangle about 3" x 8".	14.a Paper for graph grid with alphabet Cards Marker	
		14.b R.22	14.b R.24,25,26	14.b Each child will find his or her own name from the names put onto a table by the teacher. Using a colored marker, she/he will circle the initial letter, and stick the name on the graph in the column with the matching letter.	14.b Name cards Markers Graph grid	14.b (O) (C) (PA)
		14.c R.21,22 MA.28	14.c R.14,24,25, 26,45,110 MA.31,239 SS.61 LA.48,50,52	14.c With the children assisting, the teacher will summarize the data, discussing: "Whose name starts with each letter?" "Which letter has the most names?" "Which letter has the least names?" "Whose name starts like _____?"	14.c Completed graph Label Marker	14.c (L) (O) (C) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
15 The Name Stomp	15 The children will count the syllables in their names and stomp out the rhythm.	15.b R.21	15.a MU.1 15.b MA.35 H/PE.4,193 MU.1,32 OC.28	An experience label will be made to hang with the graph in the classroom. 15.a The teacher will have the children stand in a circle. Each person in turn will say his/her name slowly, and then stomp out the pattern. (Example: Jef-frey...stomp, stomp; She-me-ka...stomp, stomp, stomp). 15.b When it has been determined whose names have the same patterns, the teacher may have them step into the circle, and do their names together. This will be a hard task for some children, and the group support helps them catch the rhythm.	15 None	15.a (L) (O) 15.b (L) (O)
16 Body Part Chant	16 The children will match their body parts to the words in the chant and to another person's body parts.	16 LA.305	16 MA.35 H/PE.4, 190,193 MU.1 OC.28	16 The teacher will have the children in a circle with pairs facing each other. The children begin by chanting "people to people, people to people," etc., until they create a bouncy rhythm. The teacher then changes the word people to a body-part word. (Example: "knees to knees," "head to head," "palms to palms," etc.) As the words are changed, the children touch their body part to their partner's body part.	16 None	16 (L) (O)
17 Reflective Science	17 The children will find things that have reflective surfaces and add them to a class display.	17.a MA.34	17.a R.3,4,9 LA.340,341 OC.3	17.a The teacher will discuss with the children the type of surface the mirrors they have been using in class have, and will introduce the word "reflects." She/he will ask the children what other things they can think of that reflect the light. Their responses will be written on an experience chart headed "Things That Reflect."	17.a Chart paper Markers	17.a (ECS) (O) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		17.b S.1	17.b OC.25,33	17.b As a homework assignment, the teacher will ask the children to find something at home that is "reflective" and bring it to school to put on a display table in the Science Center. (They should get their parents' permission to leave this object at school for a few days, so the teacher should send a note home explaining the assignment and asking for parental help.)	17.b Note to parents	
			17.c R.3,4,9 LA.340,341 OC.3,7	17.c When the children bring in their reflective objects, the teacher will give them each a chance to share as much as they know about it, before putting it into the science display where children can look at it independently. Objects not already listed on the experience chart will be added.	17.c Display table or shelf Objects from home Chart paper Markers	17.c (ECS) (L) (O)
		17.d R.21 MA.28,38	17.d R.2 LA.299 OC.11,30	17.d The teacher will give the children several days to look at the objects, and then will ask them to think of how they might be grouped. "What kinds of reflections do different objects make?" "Which objects change the way things usually look?" "Which objects reflect the best?" The teacher will also want to introduce the word "refracts" or "bends the light." The children can be allowed to experiment with bouncing a flashlight beam around the room using the reflective objects.	17.d Objects from home Flashlight	17.d (O) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
18 Five Sense Brainstorm	18 The children will think of all the things they notice through their different senses.	18.a S.31		18.a The teacher will introduce the study of the five senses by telling the children that everything they learn comes to them through their senses. Those senses we know most about are seeing, hearing, feeling, tasting, and smelling. On an experience chart, the teacher will write the names of the five senses and will draw a simple symbol for each.	18 Chart paper Markers	
		18.b S.31	18.b SS.1 H/PE.40 R.3,4,9 LA.340,341 OC.3	18.b The teacher will ask the children to think of as many things as they can that they use their eyes for. (Follow with the other senses.) As the children name things, the teacher will write them on the chart. 18.c The teacher will tell the children that they may not have thought of everything they use their senses for, so if they think of other things during the day, she will write them down.		18.b (ECS) (L) (C)
19 Nose Detectives	19 The children will imagine both pleasant and unpleasant smells.	19 S.31 R.21 MA.38	19 SS.1 H/PE.40 R.4 OC.3,4,41	19 The teacher will tell the children that their noses are like detectives. "What we smell with our noses gives us clues as to what is near us." The teacher will tell the children to close their eyes. "Now think what smell you might detect if you were near a garbage truck." When the children make frowning faces, the teacher will draw a frowning face on the chalkboard or chart paper. "Now think of the smell you might detect if you were near a field of flowers."	19 Chalkboard and chalk OR Chart paper and marker	19 (ECS) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
20 Popcorn Party	20 The children will use their senses to get the full experience of popping corn.	20.a S.31 R.12 MA.38	20.a H/PE.40 R.4 OC.3 LA.288 S.47,64	The teacher will now draw a big happy face. "Can you think of other things that might make you look like this?" (The teacher will point to a face.) Under the face she/he will list the children's responses. The teacher will ask about the other expression and write the responses under that face. 20.a The teacher will have the children sit in a square around the edges of a sheet. A popcorn popper from which the lid has been removed will be put into the center of the sheet ready for the corn to start sizzling. The teacher will talk about the sizzling when it begins, and the children will use their hands to demonstrate the sizzling of the corn. The teacher will have a roll of red tape. As the first kernel pops, a piece of tape will show how far it traveled. If another kernel goes further, its distance, too, will be recorded with tape. The teacher will lead the children in a discussion of the smells, sounds, and sights as the corn pops. When it has finished, the teacher will pass some to each child on a napkin or in a bowl. The teacher will ask the children to describe how the popcorn feels. After they eat it, the teacher will have them describe the taste. An observer will record the children's responses.	20.a Popcorn Sheet Popcorn popper Oil Salt (if desired) Napkins Paper Markers or pencil Red tape	20.a (AR) (L) (O) (C)
			20.b R.4,9 LA.341	20.b After the corn-popping experience, have the children dictate an experience story using the words they mentioned as the corn popped.	20.b Chart paper Markers	20.b (ECS) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
21 Smell Bottle	21 The children will use their sense of smell for a variety of olfactory experiences.	21.a S.31	21.a SS.1 H/PE.40 S.32	21.a The teacher will prepare smell bottles using spices and common household items that are safe to smell. The children will be asked to smell each bottle and tell what it makes them think of and what they think it might be.	21.a Smell bottles	21.a (O) (C)
			21.b R.4,9 LA.341	21.b A summary chart will be dictated by the children.	21.b Chart paper Markers	21.b (ECS) (O) (L)
		21.c S.31 MA.28	21.c SS.1,61 H/PE.40 S.32 R.2,4 OC.3,34,41 LA.288 MA.239	21.c On a second day, the teacher will use the smell bottles again and the children will make a graph. Each bottle will be placed at the bottom of a graph grid with two columns. The children will be able to choose square markers with either a happy face or a sad face. If they liked the smell in the bottle, they will stick a happy face on the graph grid. If they didn't like it, they will use a sad face. The teacher will lead a discussion.	21.c Smell bottles Graph grids Markers	21.c (PA) (O) (L) (C)
22 Mystery Tastes	22 The children will compare tastes when using smell and without smell.	22 S.31 R.21	22 SS.1 H/PE.40 S.32 R.4 LA.299 OC.11	22 The teacher will provide a variety of household tastes (such as vinegar, salt, sugar, alum, mouthwash, orange marmelade, etc.) that can't be identified just by looking. The children will first be told to hold their noses and try to identify the tastes. After everyone tries it, the children will then taste the same things with their noses uncovered. Which things could they taste without smelling them?	22 Things to taste	22 (O) (L) (C) (AR)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
23 Taste Collage	23 The children will classify foods as sweet, sour, or salty.	23.a S.31 MA.28	23.a SS.1 H/PE.40 R.2	23.a The teacher will have the children look through magazines and cut out pictures of food. They will glue them onto one of four circular cut-outs representing plates. One plate will be labeled "Salty," one "Sour," and one "Sweet." The fourth plate is for things that don't fit into the other categories.	23 Magazines Scissors Glue Paper plate-shaped collage paper	23.a (PA) (O) (L) (C)
			23.b H/PE.10,11	23.b The teacher will discuss the completed collages with the children, asking them which plates of food would be better for their health.		23.b (L)
24 Visual Concentration	24 The children will try to remember the location of details in a large picture.	24.a R.20,28 S.34 MA.216	24.a R.1,4 LA.10,11, 14,15,18, 19,299 OC.3,4,11 A.37 S.64 MA.218	24.a The teacher will use a very large picture or an art print as a base for an experience chart. The children will first react to the questions: "What do you see in the picture?" "Where is the thing that you see?" (side, middle, bottom, etc.) "Are there any shapes in the picture?" "Where is the shape you see?" "What colors are in the picture?" "Tell me where you see the color?" "How does the picture make you feel?" "What do you think about the picture?" The children's responses will be recorded on the chart.	24 Large picture Bulletin board or butcher paper cut as directed Chart paper Markers	24.a (O) (L) (C) (ECS)
			24.b R.30	24.b The next day, the teacher will let the children see the picture again. Then it will be covered by a piece of butcher paper the same size as the picture itself. In the		24.b (O) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				butcher paper there will be ten little doors cut to coincide with ten details of the picture (a shoe, a ring, a girl's face, etc.). Each door of the paper will be numbered. The children will tell what they think may be behind door number one, and the teacher will record their responses. Then door number one will be opened and they will see who is right. The same procedure will be followed with the other doors.		
25 Sound Boxes	25 The children will identify common objects by their sounds.	25 R.12	25 S.32 SS.1 H/PE.40	25 The teacher will have a number of boxes all the same size filled with different objects. The children will shake each box and try to identify its contents.	25 Boxes Objects	25 (O) (L) (C)
26 Sound Walk	26 The children will take a listening walk and try to identify and remember common environmental sounds.	26 R.11,12	26 S.32 SS.1 H/PE.40 R.4,9 OC.3 LA.341	26 The teacher will take the children on an inside/outside walk to listen for sounds. When they return to the classroom, the teacher will have the children dictate a listing experience chart, "Things We Heard On Our Walk." Responses can be categorized as "inside sounds" or "outside sounds."	26 Chart paper Markers	26 (ECS) (L) (C)
27 Texture Rubbings	27 The children will make rubbings of interesting textures.		27 S.32 SS.1 H/PE.40 LA.1,3,4 A.4,41,43	27 The teacher will provide an assortment of objects from which children can make texture rubbings: a comb, a license plate, a coin, a flyswatter, etc. The children will cut out their rubbings and put them on a texture collage.	27 Objects Thin paper Chalk or crayons	27 (PA) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
28 The Feely Woman	28 The children will collect textured materials to cover a body outline.	28 R.115	28 S.32 SS.1 H/PE.40 R.43 LA.3,4,20, 21,22,288 A.4,41,43	28 The teacher will let the children draw around her body, or that of another adult, to make an outline drawing. This will be cut out by the children, with adult assistance, as necessary. The children will then collect a variety of texture materials to glue over the body. This will be displayed with a sign saying "The Feely Woman" (or man).	28 Heavy paper Glue Scissors Markers Textured materials	
29 Name and Photo Match	29 The children will match the pictures of the children in the class with their written names.	29 R.22	29 R.43 LA.19 OC.42	29 The teacher will prepare a self-checking game consisting of a set of cards with xeroxed photographs of the children to which the children will match name cards. Each child's name will be on the back side of the photo card, so that the children can compare their selection with the correct name. This activity will be done independently or with teacher assistance during centers.	29 Photos of children Poster board Scissors Storage box	29 (O) (C)
<u>Emphasis: My School</u>						
30 Favorite Center Bulletin Board	30 The children will select a favorite center and draw a picture of themselves working there.			30.a At the end of the first or second week of school the teacher will prepare a bulletin board divided into sections to represent the various activity centers in the classroom...blocks, housekeeping, library, music, art, language arts, etc. A symbol for the activities done in each center will be used to identify the specific area of the bulletin board. (Example: an easel for the art center, large numbers for the math center, a block house for the block center, etc.)	30.a Bulletin board Dividing strips Cardboard Markers	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
31 Favorite Center Graph	31 The children will make a graph to represent the numbers of children who chose each center.		30.b OC.3,4,41 A.1	30.b The teacher will ask the children to think about what their favorite center activity is and to draw a picture of themselves doing the activities there. The children's pictures will be added to the bulletin board in the appropriate position.	30.b Drawing paper Markers	30.b (PA) (O) (C) (L)
		31.a MA.38	31.a R.110	31.a The teacher will prepare a graph grid on the bulletin board. Symbols to represent the centers will be used to identify the columns of the graph. Using paper squares, an "F" for favorite, or a unit cube with tape on the back, or a xeroxed photograph of him or herself (whichever the teacher chooses), each child will put a symbol in the correct column on the graph.	31.a Paper or plastic for graph grid Construction paper Unit cubes Tape Xeroxed photos	31.a (PA) (O)
		31.b MA.30	31.b MA.31,239	31.b The children, with the teacher's assistance, will count the number of markers in each column on the graph, and the number of pictures in each "center" represented on the bulletin board to see if the numbers agree.		31.b (O) (L) (C)
		31.c MA.38	31.c R.110 SS.61 MA.239	31.c The teacher will have the children provide information for an experience chart: "_____ children like to play in the house-keeping center best." Comparisons such as most and least popular centers can be discussed.	31.c Chart paper Markers	31.c (L) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
32 Letter Pretzels	32 The children will shape the initial letters of their names with pretzel dough.	32 R.22	32 R.14,26,45 LA.9,48,50 H/PE.9,10, 11	32 The teacher will help the children mix pretzel dough. They will each be given a portion to shape the initial letters in their name. The pretzels will then be baked and eaten.	32 1 T. yeast, dissolved in 1/2 c. warm water 1 t. honey 1 t. salt 1 1/3 c. flour Beaten egg to coat pretzels Salt Wax paper Letter guides Oven	32 (O) (L) (PA)
33 Clothes Fasteners Chart	33 The children will notice the fasteners on their own clothes and translate their observations to chart form.	33.b MA.28	33.b R.1,110 MA.239 SS.61	33.a The teacher will make a chart with columns for the various types of clothes fasteners. Real fasteners will be used to head each chart division (zippers, buttons, laces, buckles, velcro, snaps). Each child will also be provided with an individual chart form, with boxes headed by pictures of the kinds of fasteners. 33.b The children will be directed to count the number of each type of fasteners on his/her clothing and for each one to put a dot in the appropriate box on his/her individual chart. (This will require adult assistance in most cases, and should be done with small groups.)	33.a A variety of fasteners Poster board Markers Individual chart forms 33.b Individual chart Pencils	33.b (PA) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		33.c R.21 MA.2,6,38	33.c R.119 MA.31,239 SS.61 LA.299 OC.7,11,29	33.c The teacher will have each child notice whether individual columns of his/her chart are filled. The number of children with buttons, for example, will be counted and this numeral recorded on the large master chart. The number of children with a zipper will determine the numeral to be placed in the zipper column of the master chart, etc. The teacher will ask the children to interpret the completed chart: "Which fastener do the most children have?" "Is there some fastener that no one is wearing today?" "How many children have velcro fasteners?"	33.c Master chart Markers Individual charts	33.c (O) (L) (C)
34 Rod Houses	34 The children will use number rods to make pictures of their houses.	34 R.20,115 MA.6,38	34 LA.9,299 OC.11 MA.31	34 The teacher will provide number rods and ask the children to make pictures of houses. Once they are built, the teacher will ask each child individual questions about his/her picture: "How many red rods did you use?" "Which of the rods that you used is the shortest?" "Which rod in your picture is the longest?" Etc.	34 Number rods	34 (O) (L) (C) (PA)
35 School Construction	35A The children will compare other buildings with their school building.	35A.a MA.38	35A.a R.3,4 LA.299,340 OC.3,11	35A.a The teacher will talk with the children about the size of the school. She/he will ask them to think of buildings they know that are smaller than the school and those they have seen that are larger than the school. The same question can be asked again using taller and shorter.	35A Blocks	35A.a (L) (C)
		35A.b MA.38	35A.b LA.8	35A.b The teacher will ask the children to build the tallest and the shortest building they can build in the big block area.		35A.b (O) (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	35B The children will construct "tall" and "short" buildings from boxes.	35B.b R.21 MA.28,36	35B.a A.5 OC.3 35B.b MA.37	35B.a The teacher will ask the children to make a school building out of boxes. They should make it "tall" or "short" (as they interpret the words). 35B.b The completed structures will be sorted by the children into "tall" and "short" categories, the building will be ranked from the tallest to the shortest.	35B Boxes Glue Markers Junk materials	35B.a (O) (PA) 35B.b (O) (L) (PA) (C)
36 School Drama	36 The children will "play school" in the housekeeping center.	36 R.28	36 R.3,4,76 LA.340 OC.3,4,7, 41,42,47, 48,52	36 The teacher will encourage the children to "make a school" in the housekeeping center. She/he will talk with them about what they need to "play school," and will help them decide how they can arrange the area.	36 School props	36 (O) (L)
37 Partner Reading	37 The children will listen to stories read by older school children.	37 R.21 SS.4	37 R.4,9 OC.3,7,12, 13,26 LA.341	37 The teacher will invite the children from an older class to come and read to the kindergartners. After the visit the children will talk about what it is like to be an "older" student in the school. The teacher will make a list of "Things We Can Do When We Are Older."	37 Older children Selected books Chart paper Markers	37 (ECS) (L) (O)
<u>Emphasis: My Home</u>						
38 School Interviews	38 The children will interview their parents about their school experiences.	38 LA.251	38 R.19 OC.11,25, 33,40,42, 44,46,51 LA.300	38.a The teacher will assign the children the homework of interviewing their parents about their school days. They will be told to find out: Where their parents went to school; How school was different; What their parents liked to study; Whether their	38.a None	38.a (L) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				parents have pictures of themselves when they were in school. 38.b A note will be sent home with the children explaining the assignment and asking for the parents' cooperation. The teacher might suggest that the parents send photographs, drawings, posters, models, tape recordings, etc., to help the child tell about the interview.	38.b Notes to parents	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Language Arts</u>						
Rhythmic Names	Auditory Awareness See p. 254.	R.12		See p. 454.	See p. 454.	(O)
What Sound Is It?	Identifying Environmental Sounds Auditory Awareness See p. 458.	R.11		See pp. 456-457.	See p. 457.	(O) (C)
Echoes	Auditory Sequencing See p. 458.		H/PE.13	See pp. 458-459.	See p. 459.	(O)
Friendship Day	Vocabulary Development See p. 467.		OC.42,47, 48,51	See pp. 467-468.	See p. 467.	(O)
Celebrations in the Classroom	Oral Vocabulary See p. 469.		R.3,4,10, 340,341 OC.2,3,4, 12,13	See pp. 469-470.	See p. 469.	(O) (C)
Pet Place	Oral Vocabulary See p. 470.		OC.28 R.13 LA.101,141	See p. 470	See p. 470.	(O) (C)
Dramatic Play Centers	Oral Vocabulary See p. 472.		R.4 OC.4,7,38, 42,43,47, 48,52	In addition to having a "housekeeping center," add props for a principal's office or classroom. See pp. 472-473.	See p. 472. Add appropriate items.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Sharing in the Classroom	Oral Vocabulary See p. 475.		R.3,4 LA.340 OC.7,11, 12,13,14, 15,16,21, 22,23,26, 30,33,36, 47,49,50, 51	Variations or assign topics related to self, home, school.	See p. 475.	See excellent checklist, pp. 475-476
Experience Broklet	Reading Readiness See p. 478.	R.23	R.4,7,9	See p. 478.	See p. 478.	(O) (PA)
Helping Hands Chart	Reading Readiness See p. 478.	R.22	R.43	See pp. 478-479.	See p. 479.	(O)
Finger Painting	Pre-Writing Skills See p. 488.		LA.2	See variation #2, p. 488.	See p. 488.	(O)
Name Game	Pre-Writing Skills See p. 497.	R.22	LA.30	See p. 497.	See p. 497.	(O)
<u>Math</u>						
Category Collections:						
Sorting Board for Names	Sorting See p. 249.	MA.28	MA.29	See p. 250.	See pp. 250-251.	(O)
Classroom Counting	Counting See p. 267.	MA.6	MA.31	See p. 267.	None	(O) (C)
Counting Walk	Counting See p. 268.	MA.6	MA.31	See p. 268.	None	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Count & Record	Counting See p. 270.	MA.2,6,13	MA.239	See pp. 270-271.	See p. 270.	(O) (PA)
Show Me	Numbers and Numerals See p. 284.	MA.2,6,13		See pp. 284-285.	See p. 284.	(O)
Linear Measuring by the Foot (Print)	Measuring See p. 301.			See p. 301.	See p. 301.	(O)
A "Me" Book	Measuring See p. 304.			See pp. 304-305. NOTE: The previous 2 activities would also be appropriate to include in the Growth and Change Unit, or perhaps could be done in both units to allow comparisons.	See p. 304. For Patterns, see pp. 379-380.	(O) (PA)
Graphing Fun	Graphing See p. 318.			See pp. 318-322. The following variations would be especially appropriate: <u>Felt Face Graphs</u> (and variations); <u>Clothespin Graph</u> ("Do You Have A Pet?" "I'm a ... Boy or Girl," "I'd Rather Eat ...", "I'm Wearing ..."); <u>Stand-On Graphs</u> "My Age," "My Skirt or Top," "My Hair Color," "Length of My Name"); <u>Block Graphs</u> ("Where I Live," "My Favorite Pet," "I'd Rather Drink ...", "I Help at Home by ..."); <u>Fill-in-the</u> <u>Blank Graph</u> ("After School Activities," "My Family"); <u>Pupil Poll</u> ("My Favorite Cookie," "My Favorite Color," "Weather I Look Like," "The Bottoms of My Shoes"); <u>Bulletin Board</u> <u>Graphs</u> ("Hand or Foot Graphs," "Broad Jumps," "Our Heights," "Around My Head," "It's Me!").	See each variation and p. 322. For Pupil Roll pattern, see p. 385.	(O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Number Please	Number Recognition See p. 324.	MA.2 SS.9		See p. 324.	See p. 324.	(O) (C)
Programming a Picture	Computer Programming		CE.11,21, 22,31,32	See p. 335.	See p. 335.	See p. 336 (O)
A Name Game	Computer Programming		CE.31,32 CE.33 [not LOGO]	See pp. 336-337.	See p. 336.	(O)
<u>Science</u>						
Thumbprints	Comparing Thumbprints See p. 423.	R.21		See pp. 423-424.	See p. 423.	(O) (ECS) (C)
The Pupil of Our Eye	Pupil Dilation See p. 424.	R.21		See p. 424.	See p. 424.	(O) (C)
<u>Social Studies</u>						
Fingerplays				See assorted fingerplays, pp. 509-510. Several are quite appropriate for this unit.	None	(O)
Hokey Pokey	Self-Awareness Left/Right See p. 516.		LA.11,12 H/PE.13,190	See p. 516.	See p. 516.	(O)
Alike and Different	Awareness of Self and Others See p. 516.	R.21	H/PE.13	See pp. 516-517.	See p. 516.	(O) (C)
Look At Me, I'm Different!	Self-Awareness See p. 517.	R.21	OC.3,4,11, 13,41,49	See p. 517.	See p. 517.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
My Feelings	Self-Awareness See p. 518.		SS.2 OC.4,41	See p. 518.	See p. 518.	(O)
Making My Decisions	Self-Awareness See p. 520.		OC.3,39,41	See pp. 520-521.	See p. 520.	(O)
My Family	Family Awareness See p. 521.	SS.3	SS.5 A.5,41	See pp. 521-522.	See p. 522.	(O) (C)
The Interview	Interpersonal Skills See p. 522.		OC.11,12, 13,14,15, 16,21,22, 23,41	See p. 522.	See p. 522.	(O)
Sharing	Interpersonal Skills See p. 526.		OC.42,43 SS.12	See pp. 526-527.	See p. 526.	(O)
Sometimes I Work By Myself, Sometimes I Work With Others	Interpersonal Skills See p. 527.		SS.15,16 OC.42	See p. 527.	See p. 527.	(O) (C)
I'm Behind Tom, But In Front of Sue!	Interpersonal Skills See p. 528.	R.28	R.19 LA.16 OC.25	See pp. 527-528.	See p. 528.	(O) (C)
What Would You Do?	Self-Awareness Interpersonal Skills See p. 528.		SS.2 OC.3,4,5, 10,11,12, 13,14,15, 16,21,22, 23,26,39, 40,41	See pp. 528-529.	See p. 529.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Yours, Mine and Ours	Interpersonal Skills See p. 531.		LA.279,280	See p. 531.	See p. 531.	(O)
Neighborhood "Noises"	Speaking/Listening Skills See p. 531.		OC.7,11,12,13,14,15,16,21,22,23	See pp. 531-532.	See p. 531.	(O)
		#1 SS.8 SS.9	#1 OC.46	Situation #1.		
			#3 OC.5,6	Situation #3.		
			#4 OC.35	Situation #4.		
My School	Interpersonal Skills See p. 532.	SS.6,7	SS.12,16	See pp. 532-533.	See p. 532.	(O) (C)
Floor Map	Map Skills See p. 533.		SS.32,33,61	See p. 533.	See p. 533.	(O) (PA)
<u>Music</u>			MU.73	Certain songs in the following sections would be appropriate for inclusion in this unit: Action/Game Songs; Home and Family; Openers/ Happy Songs; Self-Concept (see pp. 564-566). See each song for objectives, materials and evaluation.		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Name Rhythms	Echoing Rhythms See p. 653.	H/PE.191	OC.28	See p. 653.	See p. 653.	(O)
Now Let's Get the Rhythm	Rhythms See p. 654.		MU.3 OC.28	See p. 654.	See p. 654.	(O)
Oliver Twist	Movement See p. 659.		OC.28 H/PE.190, 193	See p. 659.	See p. 659.	(O) ..
Movement Song	Movement See p. 659.		H/PE.193	See pp. 659-660.	See p. 660.	(O) (C)
Two Little Hands	Movement See p. 661.		H/PE.193 OC.28	See p. 661.	See p. 661.	(O)
Clap Your Hands	Movement See p. 661.	R.23	H/PE.13,193 OC.28	See p. 661.	See p. 661.	(O)
Hands	Movement See p. 662.		H/PE.13,193 OC.28	See p. 662.	See p. 662.	(O)
Razzle Dazzle	Movement See p. 663.		MU.1,3 H/PE.193, 195 OC.28 MA.31	See p. 663	See p. 663.	(O) (C)
Parts of the Body	Movement See p. 668.		H/PE.13,193 S.6	See p. 668.	See p. 668.	(O)
Imitate Pictures of People	Movement See p. 669.		H/PE.193	See p. 668.	See p. 668.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Exploring Body As Rhythm Instrument	Rhythm See p. 669.		H/PE.193 MU.3	See p. 670.	See p. 670.	(O)
Who Feels Happy?	Singing Creatively See p. 669.		MU.3 H/PE.193	See pp. 669-670.	See p. 669.	(O)
<u>Health/PE</u>						
Mirror Images	Movement See p. 215.		H/PE.193, 195,197	See p. 215.	See p. 215.	(O)
Stair Steps and Footsteps	Movement See p. 216.		H/PE.189, 194,195	See p. 216.	See p. 216.	(O)
Use the Body As An Instrument	Rhythmic Movement See p. 216.		H/PE.193, 198	See p. 216.	See p. 216.	(O)
Where is Thumbkin?	Singing Game See p. 220.		H/PE.193	See p. 220.	See p. 220.	(O)
Looby Loo	Singing Game See p. 221.		H/PE.189, 190, 191, 193, 195 LA.11	See p. 221.	See p. 221.	(O)
<u>Art</u>						
Mobile	Mobile Construction Self-Awareness		A.5,41	See p. 403.	See p. 403.	(PA)
Add A Person Picture	Creative Art		A.1,41	See p. 409.	See p. 409.	(PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Fingerprint Doodles	Self-Awareness Creative Art		A.1	See p. 409.	See p. 409.	(PA)
Lip Print Pictures	Self-Awareness Creative Art		A.41	See p. 410; Note variation.	See p. 410.	(PA)

HARVEST TIME

GENERAL GOALS TO GUIDE PLANNING:

1. KNOWLEDGE

- a) Knowledge of self
- b) Knowledge of others
- c) Math concepts and systems
- d) Knowledge of physical world
- e) Knowledge of cultures
- f) Knowledge of linguistic world
- g) Knowledge of biological world

2. SKILLS

- a) Creative thinking
- b) Logical thinking
- c) Physical control
- d) Interaction
- e) Visual form-making
- f) Self-help
- g) Musical
- h) Artistic

3. DISPOSITIONS

- a) Independence
- b) Positive self image
- c) Curiosity
- d) Openness
- e) Autonomy
- f) Confidence in problem solving
- g) Eagerness to learn new things
- h) Appreciation for music, art, cultures

4. LANGUAGE

- a) Naming and labeling
- b) Communication
- c) Expression of ideas, feelings and knowledge
- d) Facilitation of thinking

METHODS OF EVALUATION:

(PA) Product Analysis
(ECS) Experience Chart Summary
(FT) Formal Test

(C) Checklist
(P) Photographs
(IT) Informal Test

(O) Observation
(V) Videotape
(AR) Anecdotal Record

(L) Listening
(PF) Portfolio

SPECIFIC UNIT GOALS:

1. KNOWLEDGE

- a) The children will develop stated concepts related to fall events and will be able to name five facts about fall.
- b) The children will understand the danger of fire and will know general fire safety rules.
- c) The children will develop beginning notions of the life cycle and the particular stages of the life cycle evident in the fall.
- d) The children will add to their concepts of language, both oral and written.
- e) The children will add to their knowledge of crops harvested in the fall...apples, pumpkins, cotton, peanuts, etc.

2. SKILLS

- a) The children will practice communication skills through speaking, drawing, writing, dramatic play, and other expressive forms.
- b) The children will apply thinking skills in their development of creative projects such as bookmaking, puppetry, and other modes of re-creating experiences.
- c) The children will extend their use of self-help skills within the classroom.
- d) The children will develop fine motor skills by using classroom tools such as scissors, glue, the stapler, etc.
- e) The children will practice discrimination and classification skills through use of a variety of natural materials.

3. DISPOSITIONS

- a) The children will develop appreciation for and an interest in the natural environment.
- b) The children will indicate a curiosity about nature and natural events.
- c) The children will show a love for learning through a willingness to participate in projects and activities.
- d) The children will cooperate with others in completing assigned work.
- e) The children will indicate an increased awareness of classroom responsibility and a sense of independence by completing daily routine tasks with less teacher support.
- f) The children will show an interest in using books to find out more about the unit content.

4. LANGUAGE

- a) The children will be able to participate in discussions related to the unit.
- b) The children will increase their awareness of letter/sound relationships consistent with their developmental levels.
- c) The children will be able to talk about the pictures and objects they create and to explain the methods used in project development.
- d) The children will be able to use language for making predictions and summarizing observations.

SPECIFIC UNIT CONCEPTS TO BE DEVELOPED:

- 1. Fall is the season that follows summer.
- 2. Fall is a time when many plants lose their leaves.
- 3. Weather begins to get cooler in the fall.
- 4. Grass and leaves may turn brown and dry in the fall.
- 5. Some leaves change colors and fall to the ground in the fall.
- 6. We sometimes rake up the leaves that fall.
- 7. Because the leaves and grass are dry, they burn easily.
- 8. There are many fires caused accidentally in the fall.
- 9. Fall winds make fires spread quickly.
- 10. Firemen help to control the danger of fire and to teach us about fire prevention.
- 11. Firemen stay at fire stations or fire houses.
- 12. Firemen wear special clothes to protect themselves.
- 13. Firemen use firetrucks to get to fires.
- 14. Firemen use many types of equipment in their work.
- 15. There are several things we can do to prevent accidental fires.
- 16. Some plants drop nuts and seeds in the fall.
- 17. Some seeds, nuts, and berries can be eaten and some cannot.
- 18. Birds, insects, and animals sometimes eat seeds, nuts, and berries.
- 19. Most berries grow on bushes.
- 20. Berries are the fruit of the bush.
- 21. Berries have seeds inside.

22. Most nuts grow on trees.
23. Nuts are the seeds of the tree.
24. Grasses have seeds called grain.
25. Nuts and seeds are sometimes ground up and many foods are made from them...peanut butter and bread, for example.
26. Many things are harvested in the fall.
27. We harvest crops by picking or gathering them.
28. We sometimes use machines to harvest crops.
29. After we harvest crops, we prepare them for storage.
30. Apples are harvested in the fall.
31. Johnny Appleseed was a famous man who planted apple trees.
32. We can eat apples.
33. Many things are made from apples.
34. Apples are stored in several ways.
35. There are many kinds of apples.
36. Different kinds of apples may be different colors.
37. Cotton comes from a plant that has special seeds wrapped in a fiber.
38. Cotton grows in the South.
39. Cotton is a crop that is harvested in the fall.
40. Cotton grows on a stalk.
41. Cotton bolls hold the fiber and the cotton seeds.
42. Many things are made from the cotton fiber and the cotton seeds.
43. Pumpkins are picked in the fall.
44. Pumpkins grow on vines.
45. Pumpkins are round and filled with seeds.
46. We can eat different parts of the pumpkin.

Projects	Objectives	M.L.S	I.L.S	Procedures	Materials	Evaluation
P1 Adopt a Tree	PIA The children will observe a tree and the changes that fall brings.	PIA.a R.21	PIA.a R.1,3,4,9, 19 OC.3 LA.341	PIA.a The teacher will take the children on a walk around the school grounds to find a tree that they want to "adopt" and watch through the year. They will discuss how their tree is different than others.	PIA.a None	PIA.a (O) (C)
			PIA.b A.43 LA.288	PIA.b After selecting the tree, the children will make bark rubbings, collect leaves, and look for other objects that might have fallen from the tree. The teacher will encourage the use of specific vocabulary. Photographs of the tree will be made. If there are many leaves on the ground, the children can sweep them into piles and play in them.	PIA.b Paper bags Camera Film Paper Crayons	PIA.b (O) (PA)
	PIB The children will summarize their observations and predict future changes in the tree.	PIB.a S.1	PIB.a LA.19,48	PIB.a Back in the classroom, the teacher will help the children in using reference books to identify the tree.	PIB.a Reference materials	PIB.a (O) (C)
			PIB.b R.3,9 LA.250,288, 299,388, 340,341	PIB.b The teacher will discuss the visit to the tree with the children and will write their summary on an experience chart, including things heard and seen.	PIB.b Chart paper Markers	PIB.b (L) (ECS)
		PIB.c R.21	PIB.c R.72	PIB.c The teacher will ask the children what they think the tree will look like if they go back in the winter, and will record their responses.	PIB.c Same as above	PIB.c (L) (ECS) (PF)
			PIB.d R.1 LA.250	PIB.d The leaves, bark rubbings, nuts, etc., collected will be displayed in the science corner with a sign that says, "Our Tree Museum," or they may be displayed on a "Class Tree" (see P3).	PIB.d Poster board Markers Display table Objects	PIB.d (O) (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P2 Tree Book	P2A The children will record their tree experience through visual and verbal forms.	P2A.a R.21,115	P2A.a R.1,3,4 A.1,41 LA.2	P2A.a The teacher will ask the children to each paint a watercolor picture about the tree on large sheets of white construction paper. They can use the photographs taken and the items collected for reference.	P2A.a Watercolor paper Watercolors Brushes Photographs	P2A.a (PA) (C)
		P2A.b R.73,115	P2A.b R.9,10,19 LA.341 OC.3	P2A.b The teacher will have each child tell about his/her picture, and the child's narration will be recorded on the picture.	P2A.b Children's paintings	P2A.b (L) (C)
			P2A.c R.24,25 LA.2,3,4,9 OC.3,29	P2A.c The photographs of the tree taken on the visit will be glued onto individual sheets of colored construction paper. Children's dictation about the photographs will be added to each sheet.	P2A.c Tree photos Construction paper	P2A.c (L) (P) (BCS)
	P2B The children will see their work in "published" form.	P2B.a R.28	P2B.a A.1,41	P2B.a Two children will be asked to decorate a front and back book cover made from heavy poster board or cardboard.	P2B.a Poster board	P2B.a (PA) (C)
				P2B.b The children's watercolor pictures and the photograph pages will be organized by the teacher into a logical sequence, and the pages will be bound into a hardback book form.	P2B.b Pictures Photo pages Binding materials	
			P2B.c LA.337 OC.51	P2B.c The book will be made available to the children during reading time and will be kept to compare with tree books made about the same tree during different seasons.		P2B.c (O) (L) (PF)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P3 Class Tree	P3 The children will re-create the adopted tree in the classroom.	P3.a R.115 MA.34	P3.a R.72 OC.33	P3.a The teacher will ask the children to think about how they could make a big picture of their adopted tree in the classroom. She/he might suggest that their bark rubbings could be used to make a trunk.	P3.a None	P3.a (L) (C)
			P3.b R.3,4,10,19 LA.1,2,3,4, 9 A.4,5,41,43	P3.b Leaf prints, rubbings, and spatter painting can be used to "dress" the tree. The children might suggest using real leaves.	P3.b Paper Crayons Paint Chalk Scraps of material	P3.b (PA) (O)
P4 Color Collages	P4 The children will cut out pictures of objects and collect paper of various colors to use in creating color collages.	P4.a MA.28 R.20,21 P4.b S.34 R.115	P4.a LA.250,253 R.2,19 LA.3	P4.a In relation to the discussion of colored leaves, the teacher will ask the children to cut out of magazines all of the colored things they can find and sort them into boxes labeled: red, orange, blue, green, yellow, brown, black, purple, and pink.	P4.a Magazines Scissors Labeled boxes Glue Construction paper	P4a (O) (C)
			P4.b A.4,5,41,43 LA.4	P4.b These colored things will be glued onto large pieces of construction paper of the matching colors.		P4.b (O) (PA) (C)
			P4.c OC.51	P4.c The collages can be displayed in the classroom or they can be bound into a book form.		P4.c (PA)
P5 Johnny Appleseed Scroll Box	PSA The children will be able to remember and re-tell the story of Johnny Appleseed in their own words.		PSA.a OC.33	PSA.a The teacher will read a book about Johnny Appleseed to the children at least three times so that they are familiar with the story.	PSA.a Johnny Appleseed by Aiki	PSA.a (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	P5B The children will be able to translate their own verbal descriptions into a visual form.		P5A.b R.3,4,19, 62,73 LA.316,340 OC.2,3,30	P5A.b The teacher will work consecutively with children in small groups. Group 1 will be asked to tell the beginning of the story of Johnny Appleseed; Group 2 will be read what Group 1 dictated, and they will add the next part of the story; Group 3 will hear what Groups 1 and 2 have said, and they will add the third part, etc.	P5A.b Paper Markers	P5A.b (L) (O)
		P5B.b R.28,115	P5B.b R.7 OC.13 A.1,41,43	P5B.a After the entire story has been completed, the teacher will write the words that go with each scene of the story on 12 to 16 inch spaces drawn on a long piece of butcher paper. The first space drawn will be left for the title, and the last space will say, "The End."	P5B.a Butcher paper Ruler Markers Scroll box	
			P5B.c R.73 OC.2	P5B.b The children who dictated each scene of the story will be asked to make a picture of what their words are describing in the space allocated for that scene.	P5B.b Videocamera Markers Crayons	P5B.b (PA) (V) (O) (C)
P6 Apple People Puppets	P6A The children will notice the effect of heat and time on an apple.	P6A.a R.21,115	P6A.a LA.3,19,300 R.19 OC.46 A.5,41	P5B.c The completed scroll will be taped to the two dowel rods at the top and bottom of a scroll box. The entire story will be shared with the children during a large group time, and the teacher will comment on details in the work done by various groups.		P5B.c (PA) (L)
				P6A.a The teacher will help each child peel an apple and carve it with a spoon into a face shape. Eye sockets can be scooped out, and mouth imprints made.	P6A.a Apples Spoons Peeler	P6A.a (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			P6A.b S.47,44 R.72	P6A.b The teacher will help each child insert a dowel rod about 12" long into the apple at the stem end. The other end of the dowel can be placed in a coke bottle or can be stuck into a styrofoam support to keep it from touching anything during the drying period. Children will be asked to predict what the apple will look like in a week.	P6A.b Dowel rods Coke bottles or Styrofoam	P6A.b (PA) (C)
		P6A.c S.34 R.21	P6A.c S.64 R.72	P6A.c Two or three weeks will be allowed for the apple to shrink and dry. At the end of of this time the teacher will ask each child to look closely at his/her apple and tell how it has changed. Observations will be recorded on an experience chart.	P6A.c Chart paper Markers	P6A.c (L) (BCS) (C)
	P6B The children will use a natural object to create a puppet.		P6B.a LA.2	P6B.a Dried apple heads can be painted with a clear acrylic coating or with shellac to make them more permanent.	P6B.a Dried apples Acrylic coating Brush	P6B.a (O)
			P6B.b LA.3,4,9 A.5,41,43	P6B.b The children can make clothes by gluing fabric or construction paper on the upper part of the dowel rod. The lower part must be kept free in order to manipulate the puppet.	P6B.b Fabric Construction paper Glue Scissors	P6B.b (O) (PA)
			P6B.c R.3,4 OC.2,3 LA.340	P6B.c The teacher can let the children make up "Apple People" plays and present them to the class.	P6B.c Puppets Video recorder	P6B.c (L) (V)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>P7 Little Red Hen Drama</u>	<u>P7A The children will become familiar with the story of The Little Red Hen.</u>	<u>P7A.a</u> R.21	<u>P7A.a</u> LA.333,334 OC.30	<u>P7A.a</u> The teacher will read the story, <u>The Little Red Hen</u> to the children several times using closure techniques until they are thoroughly familiar with the sequence of events and can supply missing words and phrases. If there is more than one kindergarten class involved, one group might want to do <u>Chicken Little</u> instead.	<u>P7A.a</u> Book, <u>The Little Red Hen or Chicken Little</u>	<u>P7A.a</u> (L)
			<u>P7A.b</u> LA.316 R.4,9 OC.30	<u>P7A.b</u> The teacher will have the children retell the story in their own words and will write it down on an experience chart.	<u>P7A.b</u> Chart paper Marker	<u>P7A.b</u> (ECS) (L)
		<u>P7A.c</u> R.115	<u>P7A.c</u> R.8,73 A.1,37,41, 43 OC.2 LA.1	<u>P7A.c</u> The teacher will divide the children's version into scenes and will write the dialogue for each scene on a half-sheet of poster board. The children will illustrate each scene.	<u>P7A.c</u> Poster board Markers or paint and brushes	<u>P7A.c</u> (O) (PA)
				<u>P7A.d</u> The poster board pages will be ring-bound to make a Big Book.	<u>P7A.d</u> Binding materials	
		<u>P7A.3</u> S.2	<u>P7A.e</u> R.3,73 OC.13 LA.340	<u>P7A.e</u> The children will be given time to practice telling the story in their own words using flannel board characters.	<u>P7A.e</u> Flannel board <u>Little Red Hen</u> characters	<u>P7A.e</u> (O) (L)
			<u>P7A.f</u> R.7 OC.21,22, 23 H/PE.4,193, 195,197	<u>P7A.f</u> The children will practice taking the parts of different characters and pretending to act like the characters, as the teacher or a child "reader" tells the story. Children can speak their character's lines for easily memorized refrains such as, "Not I," and "Then I will."	<u>P7A.f</u> None	<u>P7A.f</u> (O) (L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	P7B The children will make costumes to represent the animals in the story.	P7A.g R.21	P7A.g H/PE.199, 200,201 R.76	P7A.g The teacher will assign the children to play particular characters in the "production." (A different group of children may be used in each scene, if desired.)	P7A.g None	P7A.g (O) (L)
		P7B.a MA.34	P7B.a A.1,4,41,43 LA.1,3,4	P7B.a Using large brown grocery bags, cardboard boxes, or white poster board as a base, the children will be allowed to create their own costume to represent the character they are playing.	P7B Grocery bags Cardboard boxes Poster board Markers Junk materials Fabric scraps	P7B.a (O) (PA) (C) P7B.b (V)
			P7B.b OC.3,7,11, 13,36,46, 42,49,51 H/PE.4,6	P7B.b The teacher will interact with the children during their costume work, encouraging the addition of identifiable details for each character.		
		P7C.a LA.251 R.115 SS.8	P7C.a LA.341 OC.3	P7C.a The children will make "Little Red Hen" invitations (the paper may be cut into bread shapes, if desired) to send to another kindergarten class or to parents.	P7C.a Construction paper Markers	P7C.a (PA) (C)
P8 Seed Collections	P8 Each child will participate with his/her parents to compile a collection of "Seeds We Eat" and "Seeds We Don't Eat."		P7C.b OC.12,13, 14,15,16, 21,22,23	P7C.b The play will be produced once or twice with every child participating. Emphasis should be on participation and not on memorization of lines.	P7C.b Video recorder	P7C.b (V)
		P8.a R.21 MA.28	P8.a R.2 OC.33 S.19	P8.a The teacher will ask the children to complete a homework project with the assistance of their parents. Parents will be requested to help children collect "Seeds We Eat" and "Seeds We Don't Eat." The teacher should give parents suggestions for ways of organizing the collection...in egg cartons, on poster board, in boxes, in	P8.a Letter of explanation to parents	P8.a (O) (C) (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P9 Pumpkin Patch Stories	P9A Each child will practice lacing skills by making a stuffed pumpkin.	P8.b R.21	P8.b R.1,4 LA.250,288, 300	plastic bags, etc. Emphasis should be on parents <u>assisting</u> children rather than on parents <u>perfecting</u> the display. P8.b Each child will bring a display of seeds to class. During the regular "Sharing-time" the child will tell about his/her collection. Other children will be encouraged to ask questions about or make comments on the child's presentation.	P8.b None	P8.b (PA) (L) (C)
		P9A.a MA.86	P9A.a MA.35 A.1 OC.46 LA.3	P9A.a The teacher will have each child draw two pumpkin shapes on 17" x 24" orange bulletin board paper. The paper can be folded in half and a half-circle drawn by the child, if desired, and then cut out.	P9A.a Poster board Construction paper Markers Scissors	P9A.a (O) (C)
		P9A.b MA.6	P9A.b A.1,5,41 S.19	P9A.b The teacher will encourage the children to add details to the pumpkin shapes by letting them look at a real pumpkin, count the segments, look at the stem, etc.	P9A.b Real pumpkin	P9A.b (L) (O) (C)
		P9A.c LA.306	P9A.c OC.25	P9A.c The two pumpkin shapes will be pinned or lightly stapled together and the child will punch holes around the edges for lacing.	P9A.c Staples Hole punch	P9A.c (O) (C)
		P9A.d R.28	P9A.d A.5,43 OC.25 LA.6	P9A.d Using yarn and a darning needle, the child will stitch around the edge of the pumpkin shape, lacing the two paper pumpkins together. An 18" sections should be left open temporarily for stuffing.	P9A.d Yarn Needle Stuffing	P9A.d (O) (C)
		P9A.e S.34 R.20	P9A.e A.1,41	P9A.e Using green or brown paper, the child will make a stem and attach it to the pumpkin by sewing or stapling.	P9A.e Colored paper Staples	P9A.e (PA) (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	P9B The children will dictate "made-up" stories to be written down and displayed on the stuffed pumpkins.	P9A.f LA.306	P9A.f OC.25	P9A.f The teacher will assist the child in stuffing the pumpkin using torn newspaper, fiber-fill, styrofoam packing material, or other available resources.	P9A.f Newspapers Fiber-fill Packing materials	P9A.f (PA) (C)
		P9B.b R.21,22	P9B.a R.3,4,9 OC.13 LA.340,341	P9B.a The teacher will set up a "Pumpkin Story Booth" with an adult monitor. During centers time, the children will take turns dictating made-up stories to the "Story Recorder." (If another adult is not available, the teacher could have the children dictate their stories into a tape recorder for later transcription.)	P9B.a Tape recorder Blank cassette tape	P9B.a (L) (O)
			P9B.b LA.341	P9B.b Each story will be written on a large index card (or similar-sized paper) and attached to the child's pumpkin.	P9B.b Index cards Markers	P9B.b (AR)
				P9B.c The teacher will make a pumpkin patch display by using green construction paper to make a stem and attaching the stuffed pumpkins.	P9B.c Green construction paper	
P10 Harvest Word Web	P10 The children will discover and add "fall" words to a word-web during the entire unit.	P10.a R.21	P10.a R.1,2,24,40 LA.48,250, 288 OC.33 S.67	P11.a The teacher will create a "web" from string or yarn as a display background. The word "Harvest" can be written on a large teacher-made or child-made spider. The teacher will introduce to the children the idea that there are some words we use more frequently during certain seasons of the year. In the <u>fall</u> we use many special words.	P10.a Art material to make the spider Yarn String	P10.a (L) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P11 The Fire Station	P11 The children will visit a fire station and record their observations.	P10.b R.21	P10.b LA.52,288, 341 OC.33	P10.b The teacher will ask the children to listen and collect words to add to the harvest word web. These words can be written by the teacher, or by the child using invented spelling, on cardboard. Word tags are hung on the web with paperclips or Christmas tree ornament hangers.	P10.b Tag board Clips or hangers	P10.b (L) (PA) (C)
		P11.a SS.14 LA.252	P11.a R.4 SS.16,18,24 OC.11,12,13 H/PE.17	P11.a The teacher will arrange a visit to the local fire station. In preparation for the trip, several books about firemen, fire safety, fire, and firetrucks should be read to the children and discussed.	P11.a Books Posters Toy firetrucks Fireman's hats	P11.a (L) (C)
		P11.b LA.252 R.30	P11.b LA.288,341 OC.11,46,51 R.3,4,9 SS.16 H/PE.17	P11.b Prior to their visit, the teacher will give "teams" of 4 or 5 children specific things to research and remember. Other adults might be invited to accompany the class on the trip so that each team will have an adult recorder to write down the children's observations. The teams can be assigned to watch for and find out: 1. Everything they can find out about a fire truck. 2. All about the clothes the firemen wear. 3. All about the fire station...how it is made, what is unusual about it, how many windows it has, where the truck stays, etc. 4. What happens at a fire. 5. How you can become a fire fighter. 6. How you can help to prevent damaging fires. 7. Why fires happen so often in the fall and what we can do about it.	P11.b Pads for recording observations Adult helpers	P11.b (L) (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P12 Cotton Farming Frieze	P12 The children will learn about the sequence of cotton growing activities that take place in the South.	P11.c LA.252	P11.c A.1 R.9,14,24, 45 LA.2,8,31, 48,50,52	P11.c Following the trip the teacher will have the children: 1. Build a fire station in the big block center. 2. Build a firetruck in the big block center. 3. Make a model of the fire station and the truck from small blocks. 4. Paint a picture of a firetruck and fire-fighters at a fire. 5. Write about what you learned on this trip.	P11.c Blocks Paints Paper Easel Chart paper Markers	P11.c (L) (O) (ECS) (C)
		P12.a S.2,31 R.21	P12.a OC.33 S.19,65 LA.288	P12.a The teacher will talk about cotton, show the children a cotton stalk and talk about the seeds and the fiber, and show pictures of various stages of cotton growing activities.	P12.a Cotton stalk Cotton seeds Pictures	P12.a (L) (O) (C)
		P12.b S.1 R.30	P12.b R.7,73 OC.30,33, 40,41,42, 46,49 LA.1,2,3,4, 9,23,24, 25 S.19,24 A.1,8	P12.b The teacher will provide four pieces of heavy cardboard cut into 1 1/2' x 3' rectangles. The children will work on the friezes in small groups, with two or three children painting the background sky and field on each piece of cardboard. All of the children will then make the details to show four stages of the cotton harvest process: planting and growing the seeds, picking the cotton, processing the cotton, and using the cotton. Individual children can be drafted to make items such as the cotton picker, the cotton gin, the factory. Real cotton can be used for crop details. The teacher should have available an assortment of reference books and materials to give the children a wealth of ideas.	P12.b Filmstrips References (story and picture books that relate to the growth and use of cotton) Large cardboard Paints Variety of art materials Cotton balls	P12.b (O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Fall</u>						
1 Fall Sounds	1 The child will be able to match sounds with related pictures.	1 R.11,12,23, 28,30	1 R.1,40 SS.13 S.32	1 The teacher will tape record various sounds associated with fall (leaves crunching, cheerleaders cheering, school bell ringing, school bus horn, nuts being cracked, etc.). Pictures related to the sounds will be provided. The children will arrange the pictures in the order of sounds on the tape. Self-checking will be provided.	1 Tape of sounds Tape recorder Picture cards	1 (C) (C)
2 Picture Positions	2 The child will identify picture elements related to positional words.	2 LA.106 R.28 MA.216	2 OC.25 MA.218 LA.13,14,17	2 The teacher will show the children fall pictures. They will be asked to point to the objects that are "over," "under," "inside," "outside," "beside," "near," "above," etc. in relation to a specified picture element.	2 Large pictures of fall scenes with related elements	2 (C) (C) (C)
3 Taped Fall Listening Story	3 The children will translate verbal directions into a visual form.	3 R.20,28 MA.216 S.34	3 OC.25,33 A.1 R.26,30,72	3 The teacher will tape the following story for the children, including directions for when to stop the recorder. The children will listen to the directions and complete a fall picture. YOU ARE GOING TO LISTEN TO DIRECTIONS FOR HOW TO DRAW A FALL PICTURE. EACH TIME YOU HEAR THE WORD "STOP" PUSH THE RED BUTTON. THEN FINISH THE DRAWING YOU HAVE BEEN TOLD TO DO. WHEN YOU ARE READY TO LISTEN AGAIN, PUSH THE GREEN BUTTON. "It was a fine fall day. When Micky looked out his window he could see a tall tree. On your paper draw a tree." PUSH THE RED BUTTON.	3 Prepared tape Markers Drawing paper Tape recorder with color-coded buttons	3 (C) (C) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
4 Patterns in Nature	4A The children will identify and copy leaf and other patterns.	4A.a R.21,28,30 MA.34 4A.b R.20,21,23 MA.34	4A.a OC.3,33,11 4A.b H/PE.4 S.34	"The tree was on a tall hill. Draw the hill." PUSH THE RED BUTTON TO STOP. "Beside the tree was an orange pumpkin. Draw the pumpkin." PUSH THE RED BUTTON. "In the top of the tree there was a blue bird. Draw the bird." PUSH THE RED BUTTON. "Living under the tree was a little snake. Draw the snake." PUSH THE RED BUTTON. "Looking out over the tree was a big yellow moon. Draw the moon." PUSH THE RED BUTTON TO STOP. "On one side of the hill was a little house. Draw the house." PUSH THE RED BUTTON. "On top of the house was a big black cat. Draw the cat." PUSH THE RED BUTTON. "Now look at your picture of a fall day. There is still something missing. Think about what it could be, and then put it into your picture." PLEASE PUSH REWIND (THE YELLOW BUTTON) TO GET THE TAPE READY FOR THE NEXT PERSON. 4A.a The teacher will show children a large leaf and will talk about the leaf "pattern." The idea that a pattern is something repeated over and over will be explained. 4A.b The teacher will use children to make a pattern. (Alternating boys and girls... using clothing like dress, dress, pants, pants...using eye color like blue, blue, black...etc.)	4A.a Leaves 4A.b Items available in the classroom	4A.a (L) (C) 4A.b (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		4A.c R.12 MA.34	4A.c R.62	4A.c The teacher will clap various patterns for children to copy. (Slow..quick, quick; slow..quick, quick.) Instruments will be used: drum, xylophone, xylophone; drum, xylophone, xylophone; etc.	4A.c Drum Xylophone Shakers R. sticks	4A.c (A) (B) (C)
		4A.d MA.34	4A.d MA.35	4A.d The teacher will select individual children to create patterns for the other children to copy.	4A.d Drum Xylophone Shakers R. sticks	4A.d (A) (C)
	4B The children will construct their own patterns using natural objects and unit cubes or attribute materials.	4B.a R.21 M.29,34	4B.a OC.11,25 M.35	4B.a Leaves with points and dips (like a maple leaf) will be made available for children to sort according to the patterns.	4B.a Leaves	4B.a (A) (C)
		4B.b MA.34	4B.b R.19 MA.35	4B.b The teacher will show the children how to create patterns with different kinds of leaves (pine, pine, oak; pine, pine, oak).	4B.b&c Variety of natural materials	4B.b (A) (C)
		4B.c MA.34 R.21	4B.c	4B.c The children will collect other natural materials to use in making patterns (rocks, sticks, nuts, flowers, etc.).		4B.c (A) (C)
		4B.d MA.34	4B.d MA.35	4B.d Using the natural materials collected, the children will make pattern cards by gluing a pattern in place on a strip of cardboard (stick, stick, leaf; acorn, leaf, acorn).	4B.d Cards Glue Natural materials	4B.d (PA) (A) (C)
		4B.e MA.34	4B.e MA.35	4B.e Pattern cards will be made available for other children to copy with colored cubes. (For example: [acorn, leaf, acorn] might be [red cube, blue cube, red cube].)	4B.e Colored cubes Pattern cards	4B.e (A) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
5 Leaf Match	5 The children will match leaves with outline drawings.	5 MA.30 R.21	5 OC.33 LA.7	5 The teacher will trace various leaf outlines onto poster board or white butcher paper. The children will match the leaves with the outlines provided. (Leaves can be covered with clear contact paper and used throughout the year.)	5 Leaves Poster board or butcher paper Black marker	5 (O)
6 Leaf Dance	6 The child will interpret the movement of falling leaves through bodily movement.	6.a LA.305 MA.34	6.a R.29	6.a The teacher will have the children observe the movement of leaves falling from a tree. Each child will be given a leaf to throw into the air and watch as it descends.	6.a Leaves	6.a (O) (C)
			6.b LA.48,250, 262,288	6.b Words that describe the movements of the leaves will be added to the word web. (See P10)	6.b Large butcher paper Markers	6.b (L) (ECS)
			6.c R.115 H/PE.190, 191,193 OC.25	6.c The children will experiment with moving like leaves falling, blowing in the wind, twisting and twirling, etc., as the teacher suggests guidelines.	6.c Video recorder	6.c (V) (C) (O)
			6.d R.11 H/PE.4,190, 193 MJ.3	6.d The teacher will divide the children into four groups. letting each group pretend to be leaves during particular types of movement as suggested above. Music can be played in the background.	6.d Record or tape player Suitable music Video recorder	6.d (V) (C) (O)
7 Leaf Math	7 The child will sort leaves by shape, color, size, etc.	7 MA.29 S.34	7 R.3,4,14, 24,45 LA.33,48, 50,52,340 MA.29	7 The teacher will have the children collect leaves of different types and different colors and bring them into the classroom. An assortment of leaves will be put into the Math Center, where children will be asked to sort them. The teacher will talk with the children about different ways to organize	7 Leaves Pencils and markers Cards or paper	7 (PA) (C) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
the leaves and will have them summarize information about their various sorting through use of beginning writing.						
Rephasis: Shapes/Colors						
8 Shape Movements	8 The children will interpret directions through body movements.	8.a MA.30 R.23	8.a LA.11 H/PE.195 S.64 MA.218	8.a The teacher will divide the children by designating each to be a leaf or a tree. A tree and a leaf will be put together to make a pair. The teacher will place a small shape of a tree on the right hand of one child and a small shape of a leaf on the other child's right hand to emphasize L-R and to designate tree and leaf.	8.a "Tree" and "leaf" tags to be tied around arm with yarn	8.a (O) (C)
		8.c MA.215	8.c R.19 OC.25	8.b Each pair of children will be given a yarn loop about as long as the height of a 5-year-old.		
		8.d R.28 LA.305	8.d R.19 OC.25, 30	8.c One child (a tree) will use the yarn loop to make a geometric shape designated by the teacher. ("Make a square." "Make a rectangle." etc.) Some shapes can be made on the floor and others can be made with the child holding the yarn.		
				8.d The other child will follow the movement directions given by the teacher. ("Put your arms into the square." "Put your right foot under the shape." "Put your elbow on a corner of the rectangle." "Make a circle on the floor with the yarn, and both the tree and the leaf walk around it.")		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
9 Color/Shape Bingo	9 The children will play a game requiring color and shape discrimination.	9.a R.20,28 MA.215	9.a OC.11,25 R.19	9.a The teacher will provide Bingo-type cards with 9 squares, each containing a colored shape. (Use four shapes and four colors). Two spinners will be provided: one indicating four colors; the other indicating the four shapes.	9 Shape/color cards Two spinners	9.a (O) (L) (C)
		9.b MA.30,215 R.20,21	9.b R.19 OC.25	9.b Each child will be given a card. In turn, the child will spin the two spinners and will look at the card to find the designated shape of the designated color. If it is there, it will be covered with a bean seed marker. The first child in the game to cover his/her card is the winner.		9.b (O) (C)
10 Rod Game	10 The children will sort and count number rods.	10 R.6,13,22, 23 MA.28	10 MA.31,239	10 The teacher will provide each child in a group with a bag containing assorted number rods. The children will sort their rods by color and count how many of each color they have. Their data will be added to a chart with the children's names.	10 Bags with colored rods A chart (children's names on the left, rod colors on the bottom, a total column on the right)	10 (O) (C)
11 Shape and Color Graphs	11 The child will express a preference for a particular shape and color and will see this preference recorded on a graph.	11 MA.2,6,13 R.20 S.34	11 OC.4 MA.239 SS.61	11 The teacher will prepare two graph grids: one for "favorite shapes" and the other for "favorite colors." The children will select a favorite and glue a colored square in the appropriate column. (This could also be done using personal blocks. See "Myself, My Home and My School," Activity 6.	11 Graph grids Colored squares	11 (L) (O) (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
12 Songs	12 The children will sing songs to reinforce shape and color concepts.	12 R.20	12 Mu.73,74	12 The teacher will direct children in singing and listening to songs related to shape and color concepts.	12 Records or tapes related to color and shape concepts	12 (L) (C)
13 Exploding Colors	13 The children will observe the physical reaction caused when detergent is placed in milk.	13.a S.34 R.20	13.a OC.30,33 S.39 R.68	13.a The teacher will gather a group of children close enough to see. A thin layer of whole milk will be poured into a glass pie-plate or other suitable container. A selected child or children will put drops of food coloring into the milk. The teacher will add a drop of liquid detergent on the edge of the pie-plate so that it rolls into the milk. The children will observe the reaction as the fat in the milk is broken down and the colors disperse.	13.a Milk Glass pie-plate Food coloring Liquid detergent	13.a (O) (L) (C)
		13.b R.20,21 S.34	13.b R.19	13.b The experiment can be repeated by individual children using miniature aluminum foil pie-plates or styrofoam meat trays.	13.b Styrofoam trays or aluminum foil pie-plates	13.b (O) (L) (C)
14 Projected Colors	14 The children will express moods shown by moving colors.	14.a S.33,34 R.20	14.a S.54	14.a The teacher will use an overhead projector to demonstrate color mixing. Using a glass dish containing about 1/4" of water on an overhead projector whose table has been protected with clear plastic, the teacher will demonstrate the mixing of particular colors by dropping food coloring into the water.	14.a b Overhead projector Plastic wrap Food coloring Water Glass dish	14.a (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			14.b R.14,45 OC.3,412 LA.19,48, 50,52 SS.2	14.b The teacher will ask the children to name some "feeling" words as they watch the colors move and blend. These words will be written on an experience chart. (Use this experience to have children search for a particular letter...such as "f" for feelings or "r" for red, "b" for blue, etc.)		14.b (L) (ECS)
		14.c R.20,21 S.34	14.c H/PE.4,190, 191,1931 OC.4,21,22, 41	14.c The children may also be divided into four color groups and asked to interpret the movement of the colors with their body movements. When two colors are moving, the children can be encouraged to mix and join in their movement.	14.c Construction paper shapes to distinguish "team" members	14.c (O)
		14.d S.33,34	14.d S.54 H/PE.4,6	14.d The "a" part of this activity can be used independently by children with minimum teacher supervision if the projector is located on the floor or a low table. The table of the projector should be completely covered to keep water away from the inside light. The water in the dish has to be changed frequently.	14.d Same as 14.a	14.d (O)
<u>Emphasis: Apples</u>						
15 Apple Display	15 The children will observe the variety apparent in a common fruit.	15.a R.21	15.a OC.25,29,33 S.16	15.a The teacher will ask children to bring in an apple for display in the Science Center. The teacher will also collect as many different kinds of apples as possible. These will be displayed so the children can look at them independently.	15.a Apples	15.a (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
16 Apple Drying	16 The child will observe the effect of heat and warmth on apples, and will become aware of a way to preserve food.	15.b MA.28,36,38 R.21	15.b H/PE.4 OC.46 R.2	15.b Each child will get an apple to bring to the large group center. They will look at their apple closely, so that they can identify it. The teacher will ask children to describe their apple and the descriptions will be written down. The teacher will ask guiding questions to get children to be as specific with their descriptions as possible. At the end of the discussion, the apples will be collected and put into a large basket. As each child leaves the center, she/he will be encouraged to find her/his own apple and take it back to the display area.	15.b Apples Basket Chart Markers	15.b (L) (ECS) (C)
			15.c LA.48 R.242 H/PE.9,10, 11 S.32	15.c The apples can be used in various food preservation activities and in making dolls. The experience chart can be used for letter search activities: have children circle in red all the "a's" they can find, for example. Cook apples until soft and serve on bread for a nutritious snack.	15.c Chart used in 15B Wooden spoons Crock pot Spices, such as cinnamon Sugar Bread/Butter	15.c (L) (O) (ECS)
		16.a R.21 SS.3,4	16.a H/PE.9,10, 11	16.a The teacher will supervise the children in coring apples and cutting them into thin slices (use a slicer rather than a knife) to make rings. Discuss roles of family members in food preparation activities.	16.a Apples Apple corer Knives Slicer	16.a (O) (C)
			16.b OC.11,46	16.b The children will be taught to string the apple rings using kite string.	16.b String Apple rings	16.b (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
17 Apple Weights	17 The children will compare the weights of different sizes and shapes of apples.	16.c R.21 MA.135	16.c S.47,63 OC.13 R.14,24,45 LA.33,48, 50,52	16.c The apple rings will be hung in the window so that the sun shines on them. Observe them during the 2-3 week drying time. Have children record their observations every other day.	16.c Experience chart "log" Markers	16.c (L) (ECS) (C)
		17.a R.21	17.a R.68,72 OC.11,12 S.42	17.a The teacher will provide balance scales and introduce the idea of identical weights to the children. Demonstrating, the teacher will put 3 or 4 yellow apples in one side of the balance scale. She/he will then have a child try to "equal" that weight by putting red apples and nuts in the other side. When the scales are balanced, the children will count the number of red apples and the number of nuts used to make the same weight as the yellow apples. This "equality" will be recorded on a chart labeled "Apple Facts." (3 yellow apples = 2 red apples + 5 nuts) Let children draw the apples and nuts to illustrate this "fact."	17.a Balance scale Assorted apples Assorted nuts Chart paper Markers	17.a (PA) (ECS) (C)
		17.b R.21	17.b S.42 OC.46,49	17.b This activity should be done with adult supervision, but the materials can also be used independently by the children for experimentation.		17.b (O) (C)
18 Apple Letter Match	18 The child will play a visual discrimination game appropriate for his/her developmental level.	18 R.21,22	18 R.24,25,26, 26 LA.51	18 The teacher will make two sets of upper case letters on apple-shaped paper, and two sets of lower-case letters on leaves or worms. The child will be asked to match either the upper-case letters that are alike, the lower-case letters that are	18 Apples with letters	18 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
19 Apple Fractions	19 The children will cut apples into fractional units and use them to make pictures.	19.a MA.86	19.a A.41 LA.1,9	alike, or the upper- and lower-case letters. The child can spell her/his name with the letters. 19.a The teacher will assist the children in cutting apples into halves and quarters. The children will then use the halves and quarters for printing, creating shape pictures of their own design.	19.a Apples Knives Paint (for prints) Paper	19.a (O) (PA) (C)
		19.b MA.2,6,13	19.b OC.29 MA.31 R.14,24,45 LA.33,48, 50,52	19.b The children will count how many whole shapes (made with apple halves) and how many half shapes (made with apple quarters) they put into their designs. Each child will make a card summarizing information.	19.b Apple parts Paper Scissors Markers	19.b (PA) (C)
20 Applesauce	20 The children will observe the sequence of changes as apples are used to prepare a common food.	20.a R.21 S.34	20.a R.7 OC.12,30,52 S.32,47	20.a The teacher will work with a small group of children at a time to make applesauce. Any recipe can be used as the basis for this activity. While the apples are cooking, the teacher will ask children to notice and comment on how they are changing in color, texture, and, with frequent sampling, taste.	20.a Hot plate Apples Cinnamon Water Sugar Saucepan Apple peeler Knife	20.a (O) (L) (C)
		20.b R.30	20.b OC.13,29 LA.288 R.62	20.b Following the cooking activity, the teacher will have the children write using invented spelling, or dictate to an adult recorder, the steps used in making the applesauce.	20.b Heavy paper or daily journal for writing Markers	20.b (L) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Seeds/Berries/Nuts</u>						
21 Story Sequence	21 The child will remember the events in a story and draw pictures to show sequential events.	21.a S.1 21.b R.23,30, 115	21.a OC.29 21.b A.1,41 S.16 R.73	21.a The teacher will read the book, <u>The Carrot Seed</u> , to the children. 21.b The teacher will provide a strip of paper divided into four sections for each child. The children will draw four events from the story in the correct sequence, referring to the book as necessary.	21.a <u>The Carrot Seed</u> by Ruth Kraus 21.b Strips of paper 4"x12" divided into four sections Markers or crayons	21.a (L) (C) 21.b (PA) (O) (C)
22 Acorn Counting	22 The children will count a designated number of acorns into baskets.	22 MA.2,6,13, 30	22 MA.31 R.19	22 The teacher will provide 10 or more strawberry or other type baskets. The children will spin a spinner with dot patterns (1-10 and up). The children will count the dots and put the same number of acorns into his/her basket. After four turns, let each child try to count the total number of acorns in his/her basket.	22 Baskets Spinner Acorns	22 (L) (O)
23 Seed Addition	23 The children will practice combining groups of seeds as a form of early addition.			23.a The teacher will make a set of cards with a 4 x 4 pattern. Each card should be 8" x 8", with four squares going across, and four squares going down. In the left hand corner of the card, the teacher will place a + mark. Each of the other three squares at the top of the card will contain a numeral, 1 to 3. Going vertically down the card will also be the numerals 1 to 3.	23.a Poster board Ruler Black marker	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
24 Butter Bean Patterns	24 The children will create and duplicate patterns.	23.b LA.306 MA.2,6,13	23.b MA.1,31,218	23.b In order to add two numbers, the child will first count out the number of seeds indicated by each numeral, and place them in the square with that numeral. To add, the seeds from a top square will be moved vertically, and the seeds from a side square will be moved horizontally until they reach the intersecting square to form one group. The child will then count the number of seeds in the combined group. Cards with more squares can be used with children who can add larger numbers.	23.b Addition cards Large seeds	23.b (C)
		24.b MA.34 R.21	24.b MA.35 R.29 OC.11	24.a The teacher will provide the children with butter beans painted with enamel on one side. Half of the beans can be painted with red enamel and half with black. 24.b The children will use the butter beans to make up patterns with as many as three colors.	24 Painted butter beans Unit cubes	24.b (O) (C)
		24.c MA.34	24.c R.29 MA.35	24.c After one child has created a pattern, another can be asked to use unit cubes to make a matching color pattern.		24.c (O) (C)
25 Seed Pictures	25 The children will use seeds of different types to make a picture.	25 R.115 MA.38	25 S.18 A.4,41 LA.4	25 The teacher will have the children make pictures of their own design using seeds such as dried beans, corn, peas, etc., after they have split each seed and discussed the parts.	25 Seeds Glue Construction paper	25 (PA) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
26 Porcupine Potatoes	26 The children will grow their own plants from seeds.	26 LA.306 R.115	26 OC.25,29 S.16	26 The teacher will have the children turn a long baking potato on its side so that the long side is on the table and using a spoon, scoop out the top of the potato in an oval shape. A piece of moist sponge or a damp paper towel will be placed in the scooped-out hollow, and grass seed will be sprinkled on the sponge or towel. Toothpicks can be stuck in the bottom of the potato as legs. When the grass grows, it will look like the quills of a porcupine. Facial features can be added if desired.	26 Potatoes Spoons Paper towels or slices of sponge Grass seed Material for facial features	26 (PA) (O)
27 Pinecone Seed Feeders	27 The children will make a gift for the birds.	27 S.1,2	27 S.19,24 H/PE.8	27 The teacher will have the children put lard, margarine, or shortening into the hollows of a pinecone. The pinecone will then be rolled in birdseed and a string attached for hanging. These will be hung in the trees for the birds.	27 Pinecones Lard, shortening or margarine String Birdseed	27 (L) (PA) (C)
28 Berry Dye	28 The children will make natural dye from available berries.	28.a S.34	28.a R.68,72 S.16,32,47	28.a The teacher will show the children how to extract color from natural berries (blueberries, blackberries, raspberries) to make dye. The berries should be boiled in a small amount of water until the water turns as dark as desired. A bit of vinegar will make the dye more permanent.	28.a Choice or variety of berries Vinegar Water Wooden spoons Large pan	28.a (O) (L) (C)
		28.b S.3	28.b OC.11 H/PE.1 S.32	28.b The teacher will ask for the children's response to the smell of vinegar. Discuss that our senses can be used to warn us of dangerous things. Another way to be warned of dangerous things is by the Mr. Yuk sign. The teacher will have pictures of products with the Mr. Yuk symbol and will discuss the safety rules involved.	28.b Mr. Yuk symbol Product pictures	28.b (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
29 Sock Walk	29 The children will collect and plant seeds from outdoors.	28.c R.21	28.c R.72 LA.288 OC.13 A.11,43	28.c Use thick cotton string or strips of old cotton sheets for dying. Let the children use their dyed materials for weaving.	28.c Thick cotton strips Torn strips of cotton or wool fabric	28.c (PA) (C)
		29.a R.11 S.1	29.a OC.3,25,33 R.72 H/PE.16 S.19	29.a The teacher will have each child bring a couple of adult socks (mismatched ones are fine) from home. She/he will tell the children to put their socks on over their shoes. The children will then be taken on a walk outside in a spot where the fall vegetation is thick. Many things should stick to their socks.	29.a Socks	29.a (O) (C)
		29.b R.21 MA.28,30,38	29.b R.2,19 OC.11,33 S.19	29.b When the children come back inside, the teacher will have them pick the seeds off of their socks and sort them by types. Each type of seed can then be planted in a small container. One sample of each type of seed should be saved as a label for the container.	29.b Small containers for planting Soil Seeds Cardboard for labels	29.b (L) (O) (C)
		29.c S.1 MA.38	29.c LA.341 R.9,72	29.c The teacher will ask the children to describe the kind of plant they think will grow from each seed. These predictions will be recorded on one side of an experience chart. Observations, after the plants begin to grow, can be recorded on the other side of the chart.	29.c Chart paper Markers	29.c (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
38 Spore prints	38 The children will notice the tiny seeds dropped by a mushroom.	38.a R.11,21	38.a R.19 OC.11 H/PE.8,9, 12,16	38.a The teacher will help the children look for and collect mushrooms and toadstools from moist locations out-of-doors. The danger of eating mushrooms will be emphasized, and children will be encouraged to wash their hands after this excursion.	38.a Paper bags Gloves, if desired	38.a (L) (O) (C)
		38.b R.28	38.b OC.11,12	38.b The mushroom heads will be separated from the stems, and the heads will be used as follows: (1) The head should be placed with the gills down on a piece of light colored paper...pink or yellow or light blue work best; (2) The head should be covered with a glass jar or bowl, so that it creates an air-tight interior; (3) This arrangement should be left in the dark classroom overnight. This will make the mushroom drop its spores, or tiny seeds. Ask the children to name the parts of a mushroom.	38.b Light construction paper Glass jars or bowls larger than mushroom heads	38.b (O) (IT) (C)
		38.c R.21 MA.28,38	38.c OC.13 R.68 S.19,24,78	38.c The teacher will uncover the mushrooms as the children watch. S/he will discuss with them the pattern created by the mushroom, and will show the children how the gills left a moisture pattern on the paper. If some of the spores are black and some are white, these differences will be noted. A magnifying glass will be available for the children to use in looking at the spore prints.	38.c Magnifying glass	38.c (PA) (O) (C)
		38.d R.21	38.d MA.29	38.d The spore print can be covered with clear contact paper to preserve it for use in the Science Center.	38.d Clear contact paper Spore prints	38.d (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
31 Roasted Peanuts	31A The children will learn about George Washington Carver.	31A.a LA.252	31A.a OC.2,33 H/PE.11 R.8,73	31A.a The teacher will tell the children about George Washington Carver and the many things he did with the peanut. Allow the children to retell the story.	31A.a Information or book about G. W. Carver See appendix	31A.a (L) (C)
		31A.b R.21	31A.b S.32,47 H/PE.15	31A.b The teacher will have the children put peanuts into a shallow baking pan, cover them with a thin layer of cooking oil, and roast (225 degrees) for 30 minutes.	31A.b Peanuts Cooking oil Roasting pan Oven	31A.b (C) (L)
		31A.c R.21	31A.c R.72	31A.c The teacher may want to have the children eat some of the nuts as they come from the oven and grind others in a blender with a little oil to make peanut butter.	31A.c Blender Cooking oil Peanuts Bowl Spoon	31A.c (ECS)
	31B The children will count and graph with peanuts.	31B.a MA.30,86	31B.a R.19,72 OC.33 S.18 MA.31,239 SS.61	31B.a The teacher will provide a graph grid with four columns drawn in. Before children open their peanuts, the teacher will ask them to predict how many seeds they will find inside. As children crack the peanuts they roasted, the teacher will have them count the number of seeds in each nut and glue a half of the hull in the appropriate column (1 to 4) on a graph.	31B.a Large graph Peanuts Glue Markers	31B.a (ECS) (O) (C)
		31B.b MA.6	31B.b MA.239 OC.49	31B.b After the nuts are all eaten, the information on the graph will be summarized. The children will tell the number of seeds most frequently found in peanuts.	31B.b Completed graph	31B.b (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
32 Grain Graph	32 The children will learn about several types of grain.	32.a R.21 MA.28,38	32.a S.16,19	32.a The teacher will display examples of several types of raw grain as it comes from the field...a wheat stalk, a barley branch, a rye grass stalk, a corn ear, an oat frond. The teacher will ask the children to examine these grains and identify likenesses and differences.	32.a Variety of grains Trays for sorting	32.a (L) (C)
		32.b R.21 SS.14	32.b S.16,78 H/PE.8,11 SS.34,35,36 OC.51	32.b The teacher will show the children examples of the seeds of these plants. (These are available at health food stores or from local farmers.) Examples of mixed grains (horse feed, cattle mix, etc.) can be examined by the children with a hand lens. Refined and unrefined products such as brown rice, wild rice, and white rice can be studied. Place the grains in a container of water and observe the changes. Discuss who grows the grain. What happens to the grain before it arrives at your home?	32.b Seeds Plants Hand lenses Containers for soaking Pictures of farmers planting and harvesting grains	32.b (L) (ECS) (C)
		32.c R.21 MA.28	32.c R.24,40,43 MA.239 SS.61	32.c The teacher will ask the children to bring in empty cereal boxes from home. The contents of these cereals can be read from the box. The teacher can help the children read the labels, identify the grains from which they are made, and tape the box fronts under appropriate columns on a large graph grid.	32.c Cereal boxes Grain graph	32.c (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
33 Corn Flake Collage	33 The children will use cornflakes to create a collage.	33 R.115	33 A.4,41 R.13,29 LA.4,49,101	33 The teacher can have children use cornflakes to make an autumn tree with cornflake leaves. Display these with a poem about autumn leaves.	33 Cornflakes Glue Construction paper Poem printed on poster board	33 (PA) (L) (C)
34 Grain Seeds	34 The children will keep a record of the growth of grain seeds.	34.a S.1 R.21 34.b R.30	34.a S.65 34.b LA.33,48, 50,52,288 A.1 R.14,24,45	34.a The teacher will let the children plant different types of grain seeds (available at the local farmer's co-op). 34.b The children can keep simple records of what they notice as the seeds begin to grow in individual "Grain Books" with grain-shaped covers. Which seeds come up first? Illustrate each stage. How tall are the shoots after a week? two weeks? three weeks?	34.a Grain seeds Potting soil Milk cartons 34.b "Books" Pencils	34.a (O) (C) 34.b (PA) (AR) (C)
<u>Emphasis: Seasons/Weather</u>						
35 Weather Watch	35 The children will observe the weather changes as fall progresses.	35.a R.21 35.b R.21 MA.30,135	35.a S.65,67 35.b R.110 S.47,65	35.a The teacher will ask the children to notice how the weather is different from how it was when school started. Their responses will be recorded on an experience chart. 35.b The teacher will have the children keep a record of the morning temperature and the noon-time temperature for a week. She/he will discuss with them the changes noticed and the weather "pattern."	35.a Experience chart paper Markers 35.b Thermometer Chart for recording temperatures	35.a (ECS) (C) 35.b (ECS) (C)

Activities	Objectives	MIS	ILS	Procedures	Materials	Evaluation
36 Clothing Sorting	36 The child will classify clothes according to the seasons when they are most likely to be worn.	35.c R.21 MA.38	35.c OC.3 R.68,72 S.67 H/PE.2	35.c The teacher will talk with the children about clothing changes that accompany weather changes.	35.c Articles of clothing	35.c (O) (C)
		35.d SS.4 R.21	35.d OC.33 S.67	35.d The teacher will have the children suggest other things that change as winter approaches. Discuss what family members do to prepare for seasonal changes. These suggestions can inspire extended study.	35.d Pictures	35.d (L) (O) (C)
		36.a MA.28,38	36.a A.43 S.64 H/PE.1,2 R.1,2	36.a The teacher will have the children cut out various types of clothing from magazine/ catalog pictures (boots, shoes, hats, scarves, dresses, pants, sweaters, shorts, etc.).	36.a Scissors Magazines Catalogs Construction paper	36.a (O) (C)
		36.b MA.28	36.b LA.288 OC.29 R.2,19 S.67 H/PE.2	36.b The children will sort the clothing cut- outs into four boxes labeled Fall, Winter, Spring, and Summer with words and pictures. The teacher will ask the children if the weather is usually cold or hot during a specific season.	36.b Clothing cut-outs Labeled boxes	36.b (O) (IT) (C)
		36.c MA.28 R.21	36.c MA.239 R.48 SS.61	36.c These cut-outs can be used later in math for sorting and graphing. (Make a "Things We Wear" graph grid...hats, scarves, etc.... and let the children glue cut-outs in the proper column.	36.c Clothing cut-outs Graph grid Glue	36.c (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
37 Weather Dolls	37 The children will select appropriate clothing for the season's weather.	37.a MA.34 37.b R.115	37.a A.1,43 R.29 LA.20,21, 22,28 37.b R.19,29 OC.33 A.5,43 LA.3,4	37.a The teacher will have the children draw around a template to make a doll. The children will cut out the doll figure. 35.b Each child will use assorted materials to make clothes for the doll that are suitable for a particular type of fall weather.	37.a Doll template Heavy cardboard Scissors 35.b Construction paper Wallpaper Plastic scraps Yarn Fabric scraps Glue Scissors Assorted junk	37.a (O) (C) 35.b (PF) (C)
<u>Emphasis: Fabric/Cotton</u>						
38 Fabric Matching	38 The children will use visual discrimination to sort fabric patterns.	38 MA.28,30,38 R.21	38 LA.208 S.39 R.2	38 The teacher will provide two or more swatches of cotton fabric in assorted patterns and colors. The children will match the patterns.	38 Fabric swatches (2 or more of each design)	38 (O) (O)
39 Cotton Seed Arithmetic	39 The children will count the seeds in a boll of cotton.	39 S.1 MA.2,171, 216	39 MA.3,12,31, 218 A.1	39 The teacher will provide 1 boll of cotton for each child. The children will take the cotton out of each boll and find every seed they can, recording their data as follows: a. Each child will draw four circles to represent the four parts of a cotton boll. b. In each circle the child will draw a picture of each seed found in one quarter of the boll.	39 Cotton bolls Paper Markers Numeral patterns	39 (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
40 Fabric Drying	40 The children will notice differences in drying time of cotton and other fabrics.	40.a MA.30	40.a A.1,43 LA.3,20	c. The teacher will assist the child in writing the appropriate numeral to show the number of seeds in each quarter of the cotton boll.	40 Fabric scraps of different materials 2 waterproof dishpans or containers Scissors Markers Square template 2 clotheslines Clothespins Chart paper Liquid detergent	40.a (O) (C)
		40.b R.21	40.b OC.33	40.a The teacher will have the children draw around a cardboard template to make squares on an assortment of fabric scraps of different types of material. The children will then cut out these squares.		40.b (O) (C)
		40.c R.21	40.c S.44 LA.288	40.b The teacher will make available a dishpan with about an inch of water, a container with no water, and two clotheslines...one in the housekeeping center, and one outside. Clothespins will be used to fasten fabric swatches to the line.		40.c (O) (C)
		40.d R.21	40.d R.14,24,45 LA.33,48, 50,52 S.44	40.c The teacher will have the children "wash" the swatches in a little soapy water. A swatch of each type of fabric will be hung on the line inside and another outside.		40.d (ECS) (C)
				40.d The children will look at the swatches every 15 minutes to see which dries first. The teacher will ask children to predict results at the onset of the experience, and to record their predictions and their observations on an experience chart.		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Pumpkins</u>						
41 Pumpkins	41 The children will notice likenesses and differences in pumpkins.	41.a R.21 S.1 MA.36	41.a OC.3 S.42,64	41.a The teacher will provide or have children bring to school a variety of pumpkins, ranging in size from tiny to large. The children will be able to look at the pumpkins displayed and test their weight.	41.a Pumpkins Scales	41.a (O) (C)
		41.b MA.2,6	41.b MA.3,31 S.16	41.b With the children the teacher will count the segments of each pumpkin, writing a numeral in each segment as the children count together. (Use sticky dot labels or wipe-off markers.	41.b Markers Sticky labels	42.b (O) (L) (C)
		41.c R.21 MA.36	41.c S.42,64 R.72	41.c The teacher and the children will then weigh each pumpkin on a bathroom or baby scale. The weight of each pumpkin will be recorded on a label and stuck on the pumpkin. The teacher will ask children to notice: Which weighs more? Which weighs less? Which weighs the second most? Etc.	41.c Pumpkins Scales Chart for recording weights Labels	41.c (PA) (C)
		41.d R.21 MA.36,38	41.d OC.5,33	41.d The teacher will give children string to measure the diameter of each pumpkin, and the children will cut the string so that it exactly goes around the pumpkin. The lengths of string will then be used to order the pumpkins from the greatest diameter to the least diameter.	41.d Pumpkins String Measure	41.d (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		41.e S.34	41.e S.19,24,32 OC.3,4,13 R.4	41.e The pumpkins will be cut open by the teacher, who will cut a circular opening at the very top of each. The children will lift the lid and describe what they see inside. The children will talk about how the seeds and pith of the pumpkin feel and of what it reminds them.	41.e Pumpkins Knife Container to hold seeds and pith Video recorder	41.e (L) (O) (V) (C)
		41.f R.115	41.f A.1 R.29	41.f The teacher may have the children draw faces on the pumpkins and may carve them, if desired.	41.f Markers Tempera paint Knife	41.f (O) (C)
			41.g R.9,62 OC.12 LA.341	41.g The teacher will lead the children in writing an experience chart summary of the pumpkin experience.	41.g Chart Markers	41.g (ECS) (C)
42 Toasted Pumpkin Seeds	42 The children will compare the taste of pumpkin seeds with that of peanuts.	42 R.21	42 OC.11,13 H/PE.9,10, 11 S.32	42 The teacher will help the children wash and dry the pumpkins seeds for toasting. A little butter should be melted in a pie plate, and the pumpkin seeds should be toasted until they are lightly browned. Salt may be added if desired. The teacher can ask the children to tell how the pumpkin seeds taste different than the peanut seeds that were toasted.	42 Seeds Salt Butter Paper plates Pie plate Napkins Hot plate or oven	42 (O) (PA) (C)
43 Pumpkin Pies	43 The children will make tiny one-bite pies.	43.a R.21	43.a A.32,47	43.a The teacher will cook the pumpkin meat in a crockpot or on the stove. (Canned pumpkin pie mix can be used if desired.) The children will mix sugar, cinnamon, and a little butter with the pumpkin to make a pie filling.	43.a Pumpkin meat Crockpot or stove Sugar Cinnamon Butter Spoon Can opener	43.a (L) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
44 Edible Playdough	44 The children will make edible pumpkins.	44 R.20 S.34	43.b R.19 LA.288 OC.36,46 S.32,37 H/PE.9,10, 11	43.b The teacher will have the children make pie dough and roll it out very, very thin. (Frozen dough can be used if desired.) Soft drink tops (from bottled soft drinks) will serve as pie pans. The children will put a tiny bit of dough in each drink top, then add about a half teaspoon of filling. The "pies" should be cooked about 5 minutes in a conventional oven.	43.b Pie dough Soft drink tops Measuring spoons Pumpkin filling Oven Clock	43.b (O) (PA) (C)
			44 A.5,43 R.29 OC.13 H/PE.9,10, 11	44 The teacher will have the children mix peanut butter and powdered sugar to a dough-like consistency. They will then add a bit of orange food coloring to 2/3 of the mixture and a little green food coloring to the rest. On waxed paper, have the children mold little orange pumpkins with green stems.	44 Peanut butter Powdered sugar Orange and green food coloring Waxed paper	44 (PA) (C) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Language Arts</u>						
Mr. Applehead	Vocabulary Development See p. 467.		R.3 OC.5,7,11, 12,13,14, 15,16,25, 33	See p. 467.	See p. 467.	(O)
Fact or Fantasy	Vocabulary Development See p. 468.		R.176	Choose questions relating to animals or plants and the changes they make in the fall. See pp. 468-469.	See p. 468.	(O) (L) (C)
Wonder Times	Oral Vocabulary See p. 470.		OC.11	Encourage students to wonder about aspects of fall and harvest time.	See p. 470.	(O) (C)
Dramatic Play Centers	Oral Vocabulary See p. 472.		OC.4,7,38, 42,43,47, 48,52	Set up a farm or produce stand, using appropriate props. See pp. 472-473.	See p. 473. Necessary items	(O)
<u>Math</u>						
Locations	Positional Words See p. 255.	LA.306	a MA.218 LA.13,14,15	See p. 255. a Instead of a button, use a nut or small pumpkin.	See p. 255.	(O) (C)
		b R.28	b MA.218 LA.12,16,17	b Use a box, as well as card to practice: in/out in front of/behind inside/outside	b Small box	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Correspondence Games	One-to-One Correspondence See p. 265.	MA.30		See <u>Boll Weevils</u> and other critters, pp. 265-267.	See p. 265. For pattern, see p. 253.	(0)
Push A Bean	Counting See p. 266.	MA.6	MA.31	See p. 267.	See p. 267.	(0)
Hallobeans	Counting Number Recognition See p. 275.	MA.2,6 M.13		See pp. 275-276.	See pp. 275-276.	(0) (C)
Fruit Salute	See p. 331. Measuring/Weighing Shapes Colors Likeness/Difference Counting Graphing Halves Ordering/Comparing See p. 331.	MA.215 S.34 R.21 MA.86 MA.36 MA.38	S.42 MA.31 MA.239 MA.29	This activity offers a multitude of opportunities to expose children to essential skills. See pp. 331-332.	See p. 332.	(0)
Sharing Soup	See p. 332. Classifying Counting Graphing	MA.28,36	H/PE.9,10, 11 MA.29 MA.31 MA.239 SS.61	See p. 332.	See p. 332.	(0)
Popcorn	Cooking See p. 333.		H/PE.10,11 S.37	See p. 333 See pp. 338-345 for a comprehensive math Halloween Unit.	See p. 333. For recipe, see p. 390.	(0)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Science</u>						
Tasting Party	Senses See p. 423.		S.32 H/PE.40	Includes those that have been discussed and studied.	See p. 423.	(O)
The Shapes Nature Makes	Natural Shapes See p. 427.	MA.215		See p. 427.	See p. 427.	(O)
<u>Social Studies</u>						
Fingerplays				Eating Lunch, p. 509. Good Warm Soup, p. 509. Pumpkin Song, p. 510. It's Halloween, p. 511. My Pumpkin, p. 511. Ten Brave Firemen, p. 512. Five Little Firemen, p. 512. The Fire Truck, p. 512. The Fire Engine, p. 512.		
Oscar the Owl	Animal Awareness See p. 523.		OC.28 LA.288	See pp. 523-524.	See p. 523.	(O) (PA)
Butter Does Not Grow on Trees	Concept Awareness See pp. 535-536. Ordering	SS.14	SS.16 R.7,338 SS.37	Actually making butter by shaking whipping cream in baby food jars would be a great addition to this activity. If available, use pictures to compare hand milking to modern milking machines.	See p. 530.	(O)
Holidays - Halloween	Holidays See p. 539		R.13,43 LA.101 A.5	See pp. 539-540.	See p. 540.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Music</u>						
Plant Songs	Singing See p. 591.		MU.74	"Old John the Rabbit," p. 592. "On Our Farm," p. 593.	See p. 591.	(L) (O)
Holiday Songs	Singing See p. 600.		MU.74	"Halloween Night," p. 601. "Ole Mrs. Witch," p. 602. "The Witch Rides," p. 603.	See p. 600.	(O) (L)
Regional Songs	Singing See p. 625		MU.74	"Cotton Needs A Pickin'," p. 627.	See p. 625.	(O) (L)
Seasonal Songs	Singing See p. 638.		MU.74	"Popping Corn," p. 640.	See p. 638.	(O) (L)
Haunted House "Movin"	Movement See p. 664.		MU.3	See p. 664.	See p. 664.	(O)
<u>Health/PE</u>						
Space	Creative Movement See p. 219.		H/PE.189, 190,191, 193,194, 195,196, 198,199, 200,201	See pp. 219-220. Note football game suggestion. Try pretending to be apples growing, ripening and falling from a tree or be a bonfire. Think of other harvest time ideas to try.	See pp. 219-220.	(O)
<u>Art</u>						
Printing	Printing See p. 401.		A.41	Use a variety of vegetables. See p. 401.	See p. 401.	(O) (PA)
Halloween Jack-O-Lantern	Fingerpainting See p. 406.		A.4 LA.2,3,4	See p. 406.	See p. 406.	(O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Fall Leaf Rubbing	Textures See p. 406.		A.4	See p. 406.	See p. 406.	(O) (PA)
<u>Cooking</u>						
Vegetable Garden Soup	Cooking Classifying Measuring See p. 173.		R.1 LA.250,253 H/PE.9,10, 11	See pp. 173-174.	See p. 174.	(O)
Underground Vegetables	Identifying Roots See p. 174.		R.1 LA.250,253 H/PE.9,10, 11	See pp. 174-175.	See p. 174.	(O)
Apple Popcorn	Measuring See p. 175.			See p. 175.	See p. 175.	(O)
Homemade Butter	Making Butter See pp. 175-176.			See pp. 175-176.	See p. 176.	(O)
Hot Mulled Cider	Measuring See p. 176.			See p. 176.	See p. 176.	(O)
Applesauce	Physical Change See p. 177.			See p. 177.	See p. 177.	(O)
Witches Cauldron	Cooking See p. 179.			See p. 179.	See p. 179.	(O)
Walking Apple Sauce	Cooking See p. 180.			See p. 180.	See p. 180.	(O)
Apple Salad	Cooking See p. 180.			See p. 180.	See p. 180.	(O)

MAKING MEMORIES

183

GENERAL GOALS TO GUIDE PLANNING:

- | | | | |
|----------------------------------|-----------------------|--|--|
| 1. KNOWLEDGE | 2. SKILLS | 3. DISPOSITIONS | 4. LANGUAGE |
| a) Knowledge of self | a) Creative thinking | a) Independence | a) Naming and labeling |
| b) Knowledge of others | b) Logical thinking | b) Positive self image | b) Communication |
| c) Math concepts and systems | c) Physical control | c) Curiosity | c) Expression of ideas, feelings and knowledge |
| d) Knowledge of physical world | d) Interaction | d) Openness | d) Facilitation of thinking |
| e) Knowledge of cultures | e) Visual form-making | e) Autonomy | |
| f) Knowledge of linguistic world | f) Self-help | f) Confidence in problem solving | |
| g) Knowledge of biological world | g) Musical | g) Eagerness to learn new things | |
| | h) Artistic | h) Appreciation for music, art, cultures | |

METHODS OF EVALUATION:	(PA) Product Analysis	(C) Checklist	(O) Observation	(L) Listening
	(ECS) Experience Chart Summary	(P) Photographs	(V) Videotape	(PF) Portfolio
	(FT) Formal Test	(IT) Informal Test	(AR) Anecdotal Record	

SPECIFIC UNIT GOALS:

1. KNOWLEDGE
 - a) Children will develop stated concepts related to Memories, American Indians, and Holidays.
 - b) Children will have a knowledge of one-to-one correspondence and ordinal numbers consistent with their developmental levels.
 - c) Children will consider children of other cultures through comparison of likenesses and differences.
 - d) Children will begin to understand letter/sound relationships.
2. SKILLS
 - a) Children will practice communication skills through drawing/writing and through discussion.
 - b) Children will apply thinking skills to creative projects: bookmaking, boat and habitat construction, preparation of a Thanksgiving Feast, design of a toy, etc.
3. DISPOSITIONS
 - a) Children will express appreciation for people who have contributed to their memories.
 - b) Children will show their interest in other cultures by wanting to find out more about them.
 - c) Children will indicate interest in learning through enthusiasm, willingness to share, appropriate listening behavior, and initiation of independent work.

4. LANGUAGE

- a) Children will be able to name two important holidays and to tell something about each.
- b) Children will be able to explain the pictures and stories they create.
- c) Children will be able to use language to make predictions and to explain observations.
- d) Children will be able to explain the steps used in making a book.

SPECIFIC UNIT CONCEPTS TO BE DEVELOPED:

- 1. Memories are pictures, feelings, and thoughts that stay with us after an experience.
- 2. People are important in helping us to remember things.
- 3. At special times we remember important events in history such as Thanksgiving and Christmas.
- 4. The American Indians were in this country before anyone else.
- 5. The Pilgrims came to America on the Mayflower to build a new land.
- 6. The Indians of long ago were not the same as Indians today. They dressed differently and they lived differently.
- 7. The Pilgrims of long ago lived differently than people live today.
- 8. The Indians and the Pilgrims shared the first Thanksgiving.
- 9. Thanksgiving is a time for remembering good things in our lives.
- 10. A holiday is a special day that some people remember.
- 11. Different cultures celebrate different things in different ways.
- 12. Some important holidays that different people remember are: Hanukkah, Christmas, Las Posadas, New Year's Day, and Kwanza.
- 13. Different people eat different foods and prepare them in different ways.
- 14. People from different cultures have different ways to express themselves through art, music, and language.
- 15. Things that make us feel happy or sad are often remembered. They become memories.
- 16. Toys, games, and ways of celebrating are different in different cultures.
- 17. Sometimes memories are shared by many people. This brings people close together and gives them something to talk about and think about.
- 18. Symbols, words, pictures, and writing help us to remember.
- 19. Our senses help us to remember.
- 20. All of us have memories.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P1 Class Memory Book. "Things We Remember From When We were Little"	PLA The children will remember an important event from their childhood.		PLA R.4 LA.316	PLA The teacher will ask children to think about things they can remember from their childhood.	PLA None	PLA (L)
	PLB The children will see that their memories can be drawn and written.	PLB R.115	PLB.a R.9,43 LA.19,316, 341 A.1 OC.2	PLB.a The children will draw a picture of something they remember and dictate a story about it to the teacher. Each child will make a page for a class book some time during the week. A group of children will be sent to the writing center to work on the book. The teacher will initiate and assist with sounding out words. Each child will write or draw a picture of his/her special memory from the beginning of school. PLB.b The children's pages will be bound together in a book form.	PLB.a Markers Paper Pencils Letter shapes PLB.b Book binding materials	PLB.a (PA) (O) (L) (C)
P2A Portraits of Children Holding Baskets of Memory Symbols.	P2A The children will identify details of their own bodies and and transfer their observations to self portraits.		P2A.a&b OC.4,41,49, 50	P2A.a The teacher will talk to the children about things that are special about them.	P2A.a None	P2A (O) (AR) (PA)
			P2A.c A.1,41 LA.12,28	P2A.b The teacher will let the children look at themselves in a mirror and talk about eye color, hair color and length, special characteristics, etc. P2A.c The teacher will let the children make 15"-18" drawings of themselves. (Cardboard outlines can be used for tracing.)	P2A.b Mirrors P2A.c Heavy paper or cardboard Pencils Markers Patterns of body shape	(L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		P2A.d R.115	P2A.d LA.3,4 A.1,41	P2A.d Let children dress their drawings and add special details.	P2A.d Wallpaper Fabric Yarn Markers Glue Scissors	
	P2B Each child will make a basket.		P2B LA.3,4 A.41	P2B The assistant teacher will supervise as groups of children go to the art center to construct baskets.	P2B Strawberry baskets Const. paper Wallpaper Yarn Staples/stapler	P2B (PA)
	P2C Each child will symbolize an important event in his or her history.	P2C R.115	P2C A.1,41 LA.1,3,4,27	P2C The teacher will ask each child to draw a picture from his/her childhood or construct an object to stand for something she/he remembers.	P2C Markers Paper Tape Glue Junk materials Scrap fabrics	P2C (PA) (O) (C)
	P2D Each child will tell what symbols s/he made and what they mean.		P2D R.3,4	P2D The teacher will ask the children to explain their symbols and will write the symbol and the meaning on the picture.	P2D Paper Markers	P2D (L)
	P2E The children will count the symbols in their baskets.		P2E MA.31	P2E The teacher will ask each child how many symbols are in their baskets.	P2E Baskets with symbols	P2E (L) (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P3 Torn Paper Collage Book	P2F The Children will share their work and put it into a display.		P2F OC.49,50,51	P2F The baskets will be displayed with children's pictures of themselves.	P2F Self-portraits (see P2A)	P2F (O)
	P3 The children will use the technique used in the illustration of <u>Frederick</u> to make pictures.	P3 R.115	P3.a R.4 OC.3	P3.a The teacher will show the illustrations from the book <u>Frederick</u> to the children and tell them they are going to make a book of their own. The children will talk about how the pictures were made.	P3.a The book, <u>Frederick</u> by <u>Leo Lionni</u>	P3 (ECS) (PA) (O) (L)
			P3.b R.4,73 LA.316	P3.b The children will retell the story of <u>Frederick</u> in their own words. This may be done in small groups with group 1 beginning the story and each subsequent group adding a part.	P3.b Experience chart paper	
		P3.c R.115	P3.c LA.4 A.4,41	P3.c Each child will be given a scene of the story to illustrate using torn paper.	P3.c Const. paper Glue Markers	
			P3.d R.9 OC.13	P3.d The children's words for the scene illustrated will be written on the page.	P3.d Markers Children's pictures	
P4 Build Frederick's Garden			P3.e LA.339 R.7	P3.e The pages will be sequenced, bound, and added to the class library.	P3.e Book binding materials	
	P4A Children will depict information learned in the story through a 3-dimensional form.	P4A R.115	P4A R.110 LA.8	P4A The teacher will ask children to use blocks and other materials to make the field mice's garden in the block area. This experience will be done by small groups of children during the second week of the unit.	P4A Blocks Styrofoam pieces Flowers (real or artificial) Objects for mice	P4A (O) (L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P5 Shared Experience Books	P4B The children will share orally telling how they built their garden.	P4B R.30	P4B R.3,4 OC.12,13, 14,15,16	P4B The children will tell the others about their creation.	P4B Gardens children made from blocks	P4B (O) (L) (C)
	P5 Children who want to will make individual books.	P5.b R.115 SS.3	P5.b R.3,10,76 LA.1,51, 339,341 OC.2,45,51	P5.a Those children who have completed other projects will be encouraged to make their own 3 or 4 page booklets of special experiences they have shared with special people. P5.b Children will be given required assistance in getting started and will draw/write their stories and illustrate them as they choose.	P5.a None P5.b Drawing paper Markers Scissors Glue Staples/Stapler Const. Paper	P5.b (PA) (O) (C)
			P5.c R.9 LA.341 OC.13,51	P5.c Children will share their completed books.	P5.c None	P5.c (L) (O)
P6 Dressing Indians	P6 Each child who wants to will dress the large stuffed portraits of themselves made in the unit "Myself, My Home, My School" in the costumes of Indians of Long Ago.	P6.a EL.3	P6.a SS.29	P6.a The teacher will introduce Indian dress of long ago, and will show pictures and reference materials to the children.	P6.a Pictures and reference materials	P6.a (L) (C)
			P6.b LA.1,3,20, 21,22,29 A.1,41	P6.b The teacher will assign a small group of children to work with the assistant to make clothing to redress the stuffed portraits. The children will be asked to make themselves look like Indian people dressed in attire of long ago (see P8, "Myself, My	P6.b Large bulletin board Glue Fabric scraps Markers Junk materials	P6.b (PA) (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P8 Indians of Today and Indians of Long Ago. Display.	P7D The children will observe changes in colored beans from wet to dry states.	P7D MA.38	P7C.b LA.5 P7D S.38	P7C.b Using heavy thread and blunt needles, the children will string the damp beans. P7D Bean necklaces will be hung to dry completely. The children will be asked to compare the size of newly soaked beans with that of dried beans. Record findings in experience chart form.	P7C.b Dyed beans Thin needles Thread Scissors P7D Clothespins Clothesline (or other place to hang necklaces.) Paper Markers	P7D (ECS) (C)
	P8A Children will create an Indian setting.	P8A FL.3	P8A R.4 OC.7 SS.29 A.1 LA.2	P8A.a Details of Indian life long ago will be presented and discussed and pictures shown. P8A.b Children will paint sky, grass, trees, etc., to make a natural scene.	P8A.b Pictures of Indians of long ago, showing dress and living area. Const. Paper String Paper bags Markers Glue Scissors	P8A.b (O) (PA) (C)
	P8B Children will make canoes and shelters, tripods for cooking, bows and arrows, etc., to display on a bulletin board nature setting with Indians of long ago.	P8B R.115	P8B A4,5,37,41, 43	P8B Children will be asked to make homes and canoes like Indians used to have, and to add other appropriate details to a bulletin board collage on half of a long board.		

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P9 Making an Indian Book	P8C The children will make houses, streets, and cars for display with "Indians of Today."		P8C.a R.4 OC.7,30 SS.29	P8C.a Details of Indian life today will be presented and discussed and pictures shown.	P8C Pictures of Indians of today, showing dress and living area. Const. paper Glue String Paper Markers	P8C (O) (PA)
			P8C.b A.1,5,37, 41,43 LA.2	P8C.b The children will be asked to make settings for "Indians of Today" and to add details as above.		
	P9 The children will each summarize the information learned about Indians by drawing/writing in an individual Indian book.	P9 R.23,115	P9A R.73 LA.1 A.1 OC.2	P9A Each child will make an Indian book explaining what s/he has learned about the Indians of Today and Long Ago. The teacher will give each child a booklet stapled together.	P9A A booklet for each child	P9A (O) (C)
	P9B The children will see their words translated into print.			P9B.a The teacher will suggest several topics for inclusion in the Indian Book and will ask children to draw/write about each.		
		P9B.b R.115	P9B.b R.14,24,45 LA.19,33, 48,50,52	P9B.b Children who can write using invented spelling will be asked to do so. Children who cannot yet hear sounds will dictate while the teacher writes.	P9B.b Markers Pens Pencils Paper	P9B.b (O) (L) (P) (C)
	P9C The children will have access to books made by other children.		P9C LA.19 OC.49,51	P9C Indian Books will be put into the library center for use during SSR (Silent Sustained Reading).	P9C Booklets	P9C (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P10 Model of the Mayflower	P10A The children will synthesize information learned about the Mayflower and create a model of the ship using a variety of materials.		P10A.a OC.29,30 SS.25 P10A.c R.4 OC.3 P10A.d R.1 LA.25 A.5	P10A.a The teacher will read the book, <u>The Plymouth Thanksgiving</u> (pp. 1-30) and make a summary. The story will be told to the children in simple terms. P10A.b The teacher will use a flannel cutout of the Mayflower to talk about the conditions on the ship. P10A.c The teacher will discuss with the children what they need to make their own ship, and a list will be made. P10A.d The children will work with the assistant teacher to build a model of the ship. Terms such as mast, sails, bow, stern, upper deck and shallop will be used.	P10A.a Summary of <u>The Plymouth Thanksgiving</u> based on the book by Leonard Weissgard. P10A.b Flannel cutout of the Mayflower. P10A.c Chart paper Markers P10A.d Cardboard boxes Tempera paint Brushes Wire Glue Const. paper Other materials as suggested by the children.	P10A.a (L) P10A.b (L) P10A.c (L) (PA) P10A.d (PA) (O)
	P10B The children will play through the Pilgrim's voyage, using appropriate terms.		P10B SS.16,25 R.4 OC.2,3	P10B The teacher will ask selected children to act out what happens on a boat. After several groups have practiced, the skits will be videotaped.	P10B Boat made by the children Props Videotaping equipment	P10B (O) (L) (V)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P11 Visual Timeline	P11A Accelerated children will participate in making a timeline showing the Pilgrims getting ready, sailing, landing, reaping the harvest, and participating in the Thanksgiving feast.	P11A.b R.115	P11A.a R.4,24,62 OC.25,29,30 SS.10,18,30 P11A.b LA.1,339 A.1,4,41 OC.7	P11A.a Those children who understand time chronology will be involved in a discussion by the teacher in which highlights of the Pilgrimage to America are defined. P11A.b Selected children will be asked to make picture collages on a large timeline of major events as an enrichment activity.	P11A.a Chart paper Marker P11A.b Const. paper Cloth scraps Glue Butcher paper Markers Scissors Junk material	P11A.a (L) (ECS) P11A.b (PA) (O) (L) (P)
P12 Mock Thanksgiving Feast	P12A The children will help prepare foods for Thanksgiving Feast. P12B The children will make woven placemats for the Thanksgiving table, by following directions on a printed chart.	P12A.b S.1 R.21 P12B MA.34	P12A.a H/PE.10,11 P12A.b S.16,19 H/PE.9 P12B LA.2,6,9,14 OC.25 A.5,43	P12A.a Ask children to bring from home a variety of foods made from corn, appropriate fruit, selected nuts, etc. P12A.b Let children make Indian corn and potato or clam chowder with supervision of the teacher. Talk about the foods, how they grow, etc. See TRB, p. 390, for popcorn and pp. 176-177 for popcorn balls. P12B The teacher will show children how to weave construction paper placemats and the children will each work independently to follow printed directions.	P12A Ingredients Utensils Recipe (See Appendix) P12B Printed directions for making placemats Construction paper cut into 1 1/2" strips A construction paper frame cut with slits	P12A (O) P12A.b (C) (PA) P12B (O) (P)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P13 Home Project	P13 The children will participate with their parents to record a special memory.	P13 SS.8,9	P13 R.3,4,76 LA.48,298, 199,348 OC.38,41 S.39,191	P13.a Ask children to bring a Teddy Bear or other special stuffed toy to school to share. Have parents assist the children in preparing "Adoption Certificates" telling (1) where the child got the bear or other toy; (2) who gave the toy; (3) the name of the bear or toy; (4) when the bear or toy came to live with the child and how old it is; (5) the address and phone number of the bear or toy. P13.b Let children share their toys on regular days. P13.c Have a "Bear Party" for the guests.	P13 Each child's bear and adoption papers P13.c Bears & Toys Bear food	
P14 Bear Gifts	P14 The children will help "Make a Memory" for a mother, father, grandmother or other special person.	P14 R.115	P14 R.110 MA.239 H/PE.4,15 OC.25,46 S.32,44 SS.61	P14 The children will make cinnamon bear ornaments or Baker's Clay bear ornaments for gifts. Punch hole for ribbon hangers. Red bows and a red ribbon for hanging will be added. Recipe charts will be used. See TRB, p. 404, for Baker's Clay recipe. To make cinnamon bears, put 4 boxes of cinnamon in a bowl and add applesauce 1 T. at a time to make a pliable dough. Roll out dough and cut with cookie cutters. Punch hole and allow to dry.	P14 Applesauce Cinnamon Cornstarch Baking Soda Bear cookie cutters (several sizes) Thin red ribbon Recipe charts	P14 (PA) (OI)
P15 <u>Corduroy</u>	P15 The children will construct portraits of <u>Corduroy</u> .		P15 LA.3,4,24, 31 A.1,4,43 S.64	P15.a The teacher will read the book <u>Corduroy</u> to the children.	P15.a <u>Corduroy</u> by Don Freeman	P15 (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P16 Bear Portraits	P16 The children will note and reproduce details of their own bears or toys.	P16.a R.20	P16.a LA.2,10,15, 16,26,36	P15.b The teacher will ask the children to draw bears using a 10" to 12" bear for a tracing pattern, and dress them like <u>Corduroy</u>. P15.c Labels will be prepared for the bears. Display bears and children's labels in the classroom.	P15.b Stuffed bear Cardboard Fabric scraps Buttons Markers Scissors P15.c Markers Sentence strips or Cardboard labels	P16 (PA) (O) (L) (C)
		P16.b R.28	P16.b LA.3,6	P16.a Each child will be asked to look at the front and back of his/her Teddy Bear and to paint a front and then a same-sized back at the easel. P16.b The front and back will be cut out and stapled or laced, and the child will stuff it with scrap material.	P16.a Easel Paper Paint Brushes P16.b Hole puncher Stapler/Staples Needles Yarn Scrap materials (Newspapers, styro-foam, etc.)	
			P16.c OC.11,13, 14,15,16	P16.c Children will make name-card necklaces For their bears/toys and share their creations.	P16.c Cardboard Markers String or Yarn	

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P17 Pocket Bear	P17 The children will construct a game to use in developing number concepts.		P17.a A.1,43 H/PE.191 OC.25	P17.a The children will draw a large <u>Corduroy</u> bear on cloth, outlining overalls. They will then cut and sew 10 pockets on the overalls.	P17.a <u>Corduroy</u> white fabric (3'x5') Permanent Markers 10 pockets (4"x6")	P17.a (O) (PA)
		P17.b MA.6	P17.b MA.31 H/PE.191	P17.b Each of 10 children will sew a specified number of buttons, 1-10, on a piece of styrofoam meat tray small enough to fit in 4" x 6" pockets.	P17.b 10 pieces of styrofoam meat trays Needles Thread Scissors Buttons	P17.b (O) (PA) (C)
				P17.c The teacher will write the numerals 1-10 on the bear's pockets.	P17.c Marker	
		P17.d MA.2,6,13	P17.d MA.3,31	P17.d The children will match button cards to numerals by putting them in appropriate pockets.		P17.d (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Wilfred Gordon McDonald Partridge</u>						
1 Read <u>Wilfred Gordon McDonald Partridge</u> .	1A The children will explain their concept of a memory after hearing the story. 1B Each child will contribute to an experience chart... "Do you have a special memory from when you were little?"		1A R3 LA.299,340 OC.7,11,13 1B R.9,43 LA.19,341	1A The teacher will read the book to the children and ask them a) "Why do you think Miss Nancy got her memory back?" b) "Do you have a special memory?" c) "Do you remember something that happened when you were little?" 1B Responses to question (c) will be recorded on a chart.	1A Book <u>Wilfred Gordon McDonald Partridge</u> by M. Fox Basket of Memory symbols 1B Chart paper Markers	1A (L) 1B (L) (ECS)
2 Letter Match Games	2 The children in the group will practice matching letter shapes and objects and initial letters.	2 R.21	2 R.14,18 LA.48,50,52	2 Children who are not familiar with letters will work independently with commercial and teacher-prepared games.	2 Letter match games Object/letter games Match words and initial letters game	2 (O) (C) (IT)
3 Counting Baskets	3 The children will look at numbers on baskets and count an appropriate number of objects to put in baskets.	3 MA.6,13	3 MA.3,31	3 The teacher will provide small baskets with numerals written on them. The teacher will ask the children to count appropriate numbers of small objects to put in each.	3 20 small baskets with numerals written on them 220 small objects	3 (O) (C) (L) (IT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
4 Movement to "Memories"	4 Each child will move a scarf in rhythm to the music "Memories" from <u>Cats</u> .	4 R.12	4 H/PE.190, 193,194, 197,198, 199,200, 201	4 Play the music - "Memories." Give each child a scarf. Talk about the gliding, plaintive quality of the song after listening to a few phrases. Ask the children to interpret the song and move their scarves to the music, making them glide and swirl in floating motion.	4 A scarf for each child Music: "Memories" Cassette player or record player	4 (O)
5 Block Basket Shapes	5 When given basket design shapes, the children will be able to cover shapes with selected blocks.	5.c&d R.21 MA.28,34	5.c&d R.29	5.a The teacher will draw basket-shaped block designs onto large plastic with permanent markers. 5.b Mats with design outline will be provided in big block area. 5.c The children will match appropriate blocks to outlines. 5.d Similar patterns for table blocks may be provided.	5.a Oil cloth Permanent markers Blocks for patterns 5.b/c Design mats for big blocks 5.d Small squares Oilcloth Markers Design blocks Any small interlocking blocks	5 (O) (PA) (IT) (C)
6 Folder Activities	6 The children will match letters and words.			6.a The teacher will make folder games as follows: <u>Game 1</u> will show the title of the book, <u>Wilfred Gordon McDonald Partridge</u> in block letters with a picture of the boy. Children will match letters cut into individual squares with the folder letters. <u>Game 2</u> will include pictures of the objects symbolized in the book: a football, a sea	6.a Folders Markers Contact paper or Laminating film Scissors	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		6.b R.21,28	6.b R.24,29,43	shell, a medal, an egg, and a puppet. The children will match word cards to the labels under each object pictured. 6.b The children will play these and other games.	6.b Folder games	6.b (C) (IT)
<u>Rehearsal: Frederick</u>						
7 Read the book <u>Frederick</u> .	7 The children will tell how Frederick used colors, words, and pictures to "Make a Memory."	7 R.30	7 LA.340 OC.11,30	7 The teacher will read the book <u>Frederick</u> to the class. She will ask the children: a) "What did Frederick put away for the winter?" b) "How did Frederick save what he had seen?" c) "Think about the things Frederick did to store memories."	7 The book, <u>Frederick</u> by Leo Lionni	7 (L) (O)
8 "Get to Know a Flower"	8 Each child will be able to choose his own flower from a bunch, after studying it closely.	8 R.21	8 MA.29	8.a The teacher will let each child choose a flower. The child will "get to know" the flower and will "store up a memory" of the flower. The child will look, touch, and smell the flower and try to remember it exactly. 8.b The flowers will be put back into a bunch and each child will be asked to find his/her own and tell what clues were used to find it.	8 A flower for each child—each differing slightly in size, color, shape, texture, detail, etc. (May be artificial, teacher-made, or real)	8 (O) (L) (C)
9 Experience Chart	9 Each child will give a word or phrase that describes the flowers to be put on the experience chart.	9 MA.28	9 R.4 LA.288 MA.29 OC.3	9 The teacher will write down attributes named as each child explains how she/he identified his/her flower.	9 Chart paper Marker Flowers	9 (L) (O) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
10 Rodent Study Projects	10 The children will learn two characteristics of rodents.	10.a S.4 R.21 10.b R.115	10.a S.19 10.b A.5,43	10.a The teacher will show pictures of mice and other rodents. Children will discuss similarities. 10.b If possible, mice, gerbils, hamsters, or guinea pigs will be brought into the classroom. After observing the rodents, children will make clay models or pictures of them to display.	10.a Pictures 10.b Live animals Clay Pictures Crayons	10.a (L) (C) 10.b (PA) (C)
11 Movement Activity	11 The children will participate in the movement activity.		11 R.4 H/PE.191, 193 OC.30	11 The teacher will tell a movement story from <u>Frederick</u> and ask the children to pretend to be the mice in the story.	11 A copy of <u>Frederick</u> by <u>Leo Lionni</u>	11 (O)
12 Flowers and Vases	12 Each child will match appropriate numbers of flowers with numerals 1-20 or 1-10, according to the child's level.	12 MA.2,6,13	12 MA.3,31	12 The teacher will ask a pair of children to work together to count the appropriate number of flowers to go with a numeral 1-20.	12 210 real or artificial flowers 20 containers marked with numerals	12 (O) (C)
13 Parts of a Flower	13 Selected advanced children will write or dictate labels for each part of the flower.	13 R.21	13 S.19 LA.19,30, 250	13 The teacher will make available appropriate resource books and will assist the children in naming and labeling parts of a flower.	13 Resource books with the parts of a flower indicated Cardboard for labels Markers Flowers	13 (O) (L) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
14 Mouse Tasting Party	14 The children will taste and will be able to name several foods eaten by mice.		14 H/PE.8,40 R.1 LA.250 SS.1 S.32	14 The teacher will provide cheese, peanut butter, corn, nuts, and a grain for tasting.	14 A variety of of foods to taste, such as cheese, peanut butter, corn, nuts, grains	14 (L)
<u>Emphasis: If I Found A Wistful Unicorn</u>						
15 Reading of If I Found a Wistful Unicorn. Discussion and Experience Chart	15 The children will take part in a discussion of shared experiences by listening and talking.		15.a&b R.3,4 LA.340 OC.4,7,11, 12,13	15.a The teacher will read the book and lead the discussion. 15.b The teacher will make an experience chart of "Shared Experiences That Make a Memory." Children will be asked to tell about experiences they have shared and the people with whom they shared them.	15.a The book <u>If I Found A Wistful Unicorn</u> , by A. Ashford 15.b Chart paper Markers	15.a (L) 15.b (ECS)
16 Rhyming Words	16 Each child will think of two words that rhyme.	16 R.115	16 R.13 LA.1,49, 101,141 ALA.26 A.1 OC.28	16 The teacher will reread the book to a small group, asking children to listen for rhyming words. Words will be listed on an experience chart. The children will illustrate the words suggested.	16 The book <u>If I Found a Wistful Unicorn</u> Chart paper Markers	16 (L) (ECS) (C)
17 Concentration	17 The children will remember locations of objects uncovered and form matched pairs.	17 R.21,30	17 R.1	17 The teacher will demonstrate the game and select pairs of children to play independently, using assorted matched objects.	17 20 plastic cups numbered 1-20 10 pairs of small items	17 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Indians/Pilgrims</u>						
18 Holiday Discussion	18A The children will contribute to a discussion about holiday memories.		18A R.3 OC.12,13, 14,15,16	18A The teacher will ask the children what special days are coming soon. The class will talk about Thanksgiving and Christmas. The teacher will talk about holidays as celebrations of things we remember from the past.	18A None	18A (L)
	18B Children will tell specific ways their families celebrate.		18B.a R.4,9,43 LA.19	18B.a The teacher will record on an experience chart some ways we celebrate Thanksgiving or other important holidays. The teacher will have children who do not participate in "celebrations" talk about things they might do during the school holidays.	18B.a Experience chart paper Markers	18B.a (L) (ECS)
		18B.b FL.3 R.21	18B.b R.4 SS.29,66, 69 OC.3	18B.b The teacher will show pictures of people celebrating different holidays—Thanksgiving, Christmas, Hannukah, etc. The teacher will have the children name some details they notice in relation to each holiday.	18B.b Pictures of celebrations	18B.b (L)
19 Preassessment Experience Charts	19A The children will participate in discussion, identifying concepts they already have about Indians.	19A FL.3	19A R.4 OC.3,7 SS.30	19A The teacher will lead the children in a discussion of what they already know about the term "Indians." Label the pre-assessment chart "What Do We Know About the Indians?"	19A Experience chart paper Markers	19A (L) (ECS) (C)
	19B The children will suggest several things they want to learn more about in relation to Indians.		19B R.3 OC.11 LA.300,340	19B The teacher will lead the children in a discussion of what they want to find out about Indians. The teacher will record the children's suggestions on a chart labeled "What we can find out about Indians."	19B Experience chart paper Markers	19B (L) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
20 Display of Indian Objects	20A The children will learn unit-related words that begin with different letters.	20A FL.3 R.12	20A R.1,14,18 LA.50,52, 250	20A.a A display of Indian objects will be used as a base for language experiences. 20A.b The teacher will introduce several Indian-related terms and show pictures or realia to reinforce letter-sound relationships. Words for each item will be shown, and initial letters underlined.	20A Pictures or objects such as: Sun Symbol Squanto Succotash Moccasins Canoe Teepee Skins Word Cards	20A (L) (C)
	20B The children will suggest other words beginning with the same letters as the display words.	20B R.12	20B R.14,45 LA.48,50,52	20B The teacher will make a summary chart of words generated by the children. This will be done with small groups of children who need reinforcement on letter-sound relationships.	20B Chart paper Markers	20B (L) (ECS)
21 Upper/Lower Case Matching Game	21 The children will be able to match canoes with upper case letters to Indians with lower case letters.		21 R.27	21 The children who know the letter/sound relationship will work independently with the matching game to relate upper and lower case letters. The children will be assigned to the group based on preassessment of needs. The assistant teacher will check the children's work when finished as an informal test.	21 Indian/Canoe Game	21 (IT)
22 Village Diorama	22 Each child will make a clay figure for a diorama, as there is working space available.	22 R.115	22 SS.29 A.5,41	22 The teacher will assign a small group to make clay figures for an Indian Village diorama.	22 Clay Box Scissors Miscellaneous scrap material	22 (PA) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
23 Summary Chart	23 The children will review new information learned about Indians.		23 R.9,43 LA.48,341 SS.29,30	23 The children will add to the chart information which they learned about Indians.	23 Experience Chart paper Markers	23 (ECS)
24 Mayflower Construction	24A The children will describe details of the ship, the Mayflower.	24A R.115	24 OC.11 LA.299	24A The teacher will show pictures of the Mayflower and ask children what features the ship had--sails, levels, etc.	24A Pictures of the Mayflower	24A (L) (O)
	24B The children will reconstruct the Mayflower with details as discussed.	24B.a R.21	24B.a LA.8,9,15,17	24B.a The teacher will send groups of 3 or 4 children to the block center to build the Mayflower as they think it looked, and they will be asked to show as many details as possible. They will use pictures for reference.	24B.a Blocks and other construction aids; Pictures of the ship	
			24B.b R.4 OC.13,22,49 S.64 SS.25	24B.b The children will share their construction with the class, telling how they showed various details and indicating these points on the construction.		
			24B.c R.9 LA.48,50	24B.c Photographs will be taken and displayed with children's dictation.	24B.c Chart paper Markers Camera Film	
25 Corn Cooking	25 The children will learn about Squanto and the uses of corn.	25.a FL.3	25.a LA.299 OC.11 SS.16,30	25.a The teacher will read the book <u>Squanto and the First Thanksgiving</u> to the children, editing as necessary to make the story compatible with the group attention span. Discussion will focus on Squanto. "Why was he sad?" "How did he help the Pilgrims?"	25.a <u>Squanto and the First Thanksgiving</u> by J. Kessel.	25.a (L) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			25.b SS.16,30	25.b The children will prepare some of the foods suggested in the book that the Indians taught the Pilgrims to make from corn. Foods will be tasted at the Thanksgiving Feast (Project 12, p. 11).	25.b Utensils and ingredients for the preparation of foods Popcorn Balls Hoe Bread Chowder Indian Pudding Appropriate recipes	25.b (O) (L)
26 Indian Game (Kick Stick)	26 The children will learn a game played by the early Indians.	26 R.28	26 H/PE.4,189, 197,198, 206,219	26 The teacher will have children make a big circle (the "Council Ring"). Two children, each with a kick stick, start at opposite sides of the circle. The object of the game is to have each player kick the stick around the Council Ring and return to the starting point.	26 2 smooth sticks with Indian designs	26 (O) (C)
27 Pilgrim Hats	27 The children will wear a hat designed like those of early settlers.		27 LA.3,9,20, 21,22 A.5	27 The children will trace patterns for Pilgrim Hats from cardboard stencils and will fold and staple them according to instructions.	27 Hat Patterns Construction Paper Scissors Staples/Stapler	27 (PA) (O)
28 Dried Fruit	28 The children will observe changes in food caused by drying.	28 MA.171	28 LA.5 S.47 R.68	28 The teacher will introduce the idea that food was preserved by drying. The children will string seedless grapes and apple rings. These will be hung up to dry over 3 to 4 weeks. The children will discuss changes.	28 Needles Thread Buttons (for ends of strings) Apple rings Grapes	

Activities	Objectives	NLS	ILS	Procedures	Materials	Evaluation
29 Pilgrim Math	29 The children will identify and interpret numerals and count the correct number of objects.	29 MA.2,6,13 S.33	29 H/PE.4	29 The children play "How Many People Live Here" by spinning a spinner with numerals 1 to 8. They will count the appropriate number of Pilgrims and put them into matching huts.	29 Spinner (1-8) Pilgrim figures Log huts (Pictures, milk cartons, etc.)	29 (ECS) (L) (C)
30 Mayflower Boats	30 The children will estimate and count using 1 to 20 objects.	30 MA.6	30 MA.31,239 R.72	30 The children will make small boats from Plasticine and, after estimating, will see how many paper clips it takes to make each one sink. The results of estimation and experimentation will be written on a chart with the correct number of paperclips being drawn by each child.	30 Plasticine Water tub Water Paperclips Toothpicks and cloth for sails (if desired) Chart paper Markers	30 (ECS) (L) (C)
31 Cob Dolls	31 The children will make a toy from natural materials.	31 R.21	31 LA.3,4 A.41,43 OC.46 S.39	31 The teacher will explain that Indian children and Pilgrim children had to construct their own toys. Using corncobs, the children will make dolls, dressed in fabric.	31 Corn cobs Glue Scissors Cloth scraps Markers Yarn Beads, seeds, etc. Cornsilk & husks	31 (PA) (O) (C)
32 Hidden Ball Game	32 The children will use observation skills to note the changing location of the object.	32 R.29		32 The teacher will explain the origin of the game which Indian children played. The stone is hidden under 1 of 4 cans. The cans are moved around and the player guesses where the stone will be found (1st, 2nd, 3rd, 4th can).	32 Four cans with tops removed A small stone	32 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
33 Indian Dances	33 The children will interpret music through body movement.	33 FL.1,2	33 H/PE.193. 195,198 MU.1,3,44	33 The teacher will play an Indian chant or drum rhythm and ask children to move by hopping on alternating feet.	33 Indian music or rhythm instruments	33 (O) (C)
<u>Rehearsal: Bears</u>						
34 Introduction to Bears	34 The children will be able to describe a bear—alive and not alive.	34.a MA.38 S.1	34.a OC.39,33	34.a The teacher will talk about Teddy Bears as being special toys that many people remember for a long time. Other types of stuffed toys will be discussed. The origin of the words "Teddy Bear" will be explained to the children.	34.a None	34.a (L) (C)
		34.b R.21 MA.28	34.b R.3,4 OC.3,13 MA.29 LA.288,340	34.b The children will look at a variety of Teddy Bears and describe similarities. The teacher will record responses on an experience chart.	34.b Several Teddy Bears Chart paper Markers	34.b&c (L) (ECS) (C)
		34.c R.21 S.1,4	34.c R.3,4 OC.3,13 LA.288,340	34.c The children will respond to the question "How are real bears different from Teddy Bears?" Responses will be recorded on an experience chart.	34.c Chart paper Markers	
35 Button Math	35 The children will count appropriate numbers of objects to math numerals 1 to 10.	35 MA.2,6	35 MA.31	35 The teacher will provide 10 cardboard bears labeled with numerals 1 to 10. The children will put the appropriate numbers of buttons on bears.	35 10 bears 60 buttons	35 (C) (O) (IT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
36 Bear Word Pockets	36 The children will collect toy labels they recognize.		36.a LA.1,3,49 R.40,43	36.a The teacher will have the children make Bear Pockets using a paper plate decorated to look like a bear face with half a paper plate stapled to the back.	36.a 1 1/2 paper plate per child Const. paper Markers Scissors Staples/Stapler	36.a (PA) (O)
		36.b MA.28	36.b R.2,14,43, 45 LA.50	36.b The teacher will have the children collect words and labels they recognize from toy ads in catalogs and newspapers during the week. The teacher will ask them to sort words by initial letters, by length, by other similarities.	36.b Toy labels	36.b (O) (IT) (C)
37 Bear Cards	37 The children will make greeting cards with bear designs.	37 MA.86	37 A.1,41,43	37 Each child will draw a bear by etching it onto a meat tray with a blunt pencil. Ink is then rolled on with a brayer and this is pressed face down onto paper to make a print.	37 Meat trays Pencils Brayer Printing ink or thick tempera or acrylic paint Paper twice the width of designs	37 (PA) (O) (C)
38 Hibernation	38A The children will name things bears eat.	38 S.1,4	38 S.16,19,24 R.68,72 H/PE.8 LA.262	38A The teacher will show pictures of different types of bears and talk about real bears and their habits. The teacher will list things bears like to eat. The teacher will talk about where bears live and the food they must catch. The class will make an experience chart. The teacher will let the children illustrate it.	38A Bear picture Experience Chart Paper Markers Crayons	38 (L) (ECS) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	38B The children will learn the meaning of the word hibernation.	38B R.115		38B The teacher will introduce the word "hibernate" and talk about what it means. The children will think of other animals that hibernate to list on chart.	38B Marker	
39 Fabric Bears	39 Each child will describe differences in textures.	39 R.20 S.34 MA.28,36	39 R.4 LA.288,290 S.32,64 MA.29,37	39 The teacher will provide various sized bear shapes covered with various textures of corduroy. The children will be asked to describe the differences in textures and will sort the bears (smoothest to roughest, by colors, by sizes).	39 Fabric-covered Bears	39 (O) (L) (C)
40 Candy Bears	40 Each child will form a bear shape with candy clay.		40 R.19 A.5	40 The children will follow teacher direction to mix the ingredients to form a dough. Each child will make a bear from his/her dough. See TRB, pp. 341, 404 or 498 for recipe variations.	40 Peanut butter Dry milk Honey Food coloring	40 (O) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Language Arts</u>						
What Doesn't Belong?	Visual Discrimination Social Development See p. 469 TRB.	R.21		Adapt the game by using pictures that relate to the unit. For example, use pictures of Indians, Pilgrims, the Mayflower, etc., in which one of the set of pictures is slightly different from the other pictures.	Several sets of pictures with 2 or 3 pictures being identical and one being different	(O) (C)
Masks for Me	Oral Vocabulary Development See p. 469.	R.115	R.3,8 LA.340 OC.2 A.1,5	Adapt the activity by suggesting the children make either a Pilgrim or an Indian mask.	See p. 469.	(O) (C)
Rhythmic Clapping	Sentence Completion	R.12	R.5,6 LA.333,334 OC.28	Either ask children to think of something for which they are thankful and then complete the rhythmic clapping activity as stated on p. 472 or adapt the clapping pattern in this way: <u>clap clap clap pause</u> as the child says "Thank you for _____."	None	(O) (C)
Dramatic Play Center	Oral Language Development Dramatic Play See p. 472.	SS.4	R.4 OC.4, 7, 38, 42, 43, 47, 48, 52	Add items to the housekeeping center and/or blocks to allow children to dramatize what they are learning about. Use the Mayflower model the children constructed as well as Pilgrim and Indian clothing, replicas of artifacts, and so on.	Mayflower model Assorted Indian and Pilgrim type items	(O) (AR) (C)
Post Office	Dramatic Play Upper/Lower Case Letters See p. 482.	SS.3,8	R.24,25,26, 27	Discuss with children that people write letters to communicate and share memories, especially at holiday times, such as Thanksgiving, Christmas and Valentine's Day. The children can pretend they are addressing and mailing Thanksgiving notes.	See p. 482.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Initial Sounds Folder Game	Auditory Perception Initial Sounds See p. 483.	R.12	R.1,2,14, 18	Adapt this activity to focus on the particular sounds currently being studied. Use as many pictures as possible that go along with the subject being studied, e.g., C - corn, P - Pilgrim, M - Mayflower, and so on.	See p. 483.	(O) (C)
What's Missing?	Visual Memory See p. 485.	R.21,30	R.1	This activity can provide infinite variety by changing the items according to what is being studied. During the beginning of the unit while children are learning about their personal history use objects such as a baby rattle, bootie, baby picture, diaper pin, baby cup or spoon. Later on, the objects could include a feather, toy canoe or Indian, Indian dried corn and so on. Small, sturdy antique or old-fashioned items would provide another variation.	See p. 486.	(O) (C)
Child's Timeline	Sequence See p. 487.		R.4, 7 OC.4,7,11, 30,49,50	See p. 487.	See p. 487.	(O) (PA)
Snappy Shapes	Fine Motor Skills See p. 488.	R.21		See variation #3 on p. 488 or use basket or pottery shape.	See p. 488.	(O) (C)
Easel Painting	Large and Small Motor Skills See p. 488.		LA.2	See variation #2, p. 488; adapt to other holiday shapes.	See p. 488.	(O)
Baker's Clay	Fine Motor Skills See p. 490.		LA.9 (Var #2 & #4) R.29 (Var #2a) LA.51 (Var #5) S.39	See pp. 490-491.	See p. 490.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Salt Ceramics	Fine Motor Skills See p. 491.		LA.5,9 R.29 S.39	See p. 491.	See p. 491.	(O)
Cutting	Fine Motor Skills See p. 493.		LA.3	See variation #3, p. 493.	See p. 493.	(O) (C)
Sewing	Fine Motor Skills See p. 494.		LA.5,6	Sewing with burlap fits in well with Pilgrim's home crafts. Use variation #2 to make Christmas ornaments, p. 494.	See p. 494.	(O) (C)
Math						
Holiday Sorting	Categorizing See p. 252.	MA.28		See procedures for Christmas, p. 253. Adapt to Thanksgiving.	See pp. 252-253.	(O) (C)
String Story	Classification See p. 253.	MA.28		Adapt string story by using examples from unit, see pp. 253-254.	See pp. 253-254.	(O) (C)
Little Mouse	Positional Words See p. 255.	MA.216		Use week of <u>Frederick</u> . See p. 255.	See p. 255.	(O) (C)
Stick Up Numerals	Identifying Numerals and Representing Numbers See p. 282.	MA.2,13	MA.6	Use pictures suitable to unit. See p. 282.	See p. 282.	(O) (C) (IT)
Turkey Tails	Sequencing See p. 284.	MA.2		See p. 284.	See p. 284 & Pattern, p. 368.	(O) (C) (IT)
Go Togethers	Basic Math Skills See p. 286.	MA.13		Use week of <u>Frederick</u> , see p. 286.	See p. 286 & Pattern, p. 369.	(O) (C)

Activities	Objectives	MES	ILS	Procedures	Materials	Evaluation
Geometric Designs	Geometric Shapes See p. 293.	MA.215		Use holiday variation on p. 294. The children could decorate Indian pottery as well. See pp. 293-294.	See pp. 293-294.	(O) (C) (PA) (IT)
Sharing Games	Grouping See p. 316.			See "Houses and People," p. 316. Use Indians and longhouses or Pilgrims and thatched-roof houses.	Pictures of Pilgrims or Indians and either longhouses made from 1/2 oat-meal or salt box split lengthwise & covered with pieces of brown paper or thatched-roof house made from 1/2 pint milk carton & pine straw or yellow strips of paper for thatch (children enjoy making these!) or use pictures.	(O) (C)
Popcorn	Sequencing, Measuring See p. 333.		S.37 H/PE.10,11	See p. 333.	See p. 333.	(O) (C)
Programming a Picture	Sequencing Using a Computer See p. 335.		CE.11,21, 31,32	See p. 336: Printing a Pine Tree. Call it a Christmas tree.	See pp. 335-336.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Social Studies</u>						
Grab Bag	Self-Awareness Sense of Touch See p. 518		SS.1	See pp. 518-519. Use objectives appropriate to unit of study, such as an ear of dried corn, a feather, etc.	See p. 518.	(O) (C)
Making My Decisions	Self-Awareness See p. 520.		OC.3,39,41	See pp. 520-521.	See p. 520.	See eval. note, p. 521.
Days of Week p. 538.	Awareness of Time See p. 538.	MA.135		See p. 538.	See p. 538.	(O)
Holidays - Thanksgiving	Awareness of Special Days See p. 540.		SS.66,67	See pp. 540-541.	See p. 540.	(O) (C) (PA)
Holidays - Christmas	Awareness of Special Days See p. 541.		SS.67	See pp. 541-542.	See p. 541.	(O)
<u>ART</u>						
Thanksgiving Indian Costume	Glueing, Cutting, Coloring See p. 406.		LA.1,3,4 A.41	See pp. 406-407.	See p. 406.	(O) (PA)
Christmas Stained Glass Ornaments	Glueing, Tearing See p. 407.		LA.4 A.4,41	See p. 407.	See p. 407.	(O) (PA)
Candle Holders	Glueing, Tearing See p. 407.		LA.4 A.4,41	See pp. 407-408.	See p. 407.	(O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Yarn Weaving	Sewing, Weaving See p. 408.		LA.6 A.41	See p. 408.	See p. 408.	(O) (PA)
<u>COOKING</u>						
Potato Latkes (traditional Jewish dish)	Measuring, Cooking See p. 176.	FL.3	SS.30	See p. 176.	See p. 176.	(PA)
Impossible Pumpkin Pie	Measuring, Cooking See p. 180.			See p. 180.	See p. 180.	(PA)
<u>MUSIC</u>						
Songs		*FL.1,2,3	MU.1,3,73, 74	I'm a Very Fine Turkey, p. 604. Over the River, pp. 605-606. *Ki-yi-yi-yi, p. 606. *There Were 5 Great Big Indians, p. 607. *We Are the Red Men, p. 608. Deck the Hall, p. 609. Go Tell It on the Mountain, p. 610. We Wish You a Merry Christmas, p. 611. America, p. 626. Popping Corn, p. 640.		
Movement Drum Walk	Moving to a Beat See p. 660.		MU.1	See p. 660.	See p. 660.	(O) (C)
Becoming Some- thing Different	Using Body to Take on Properties of Objects See p. 668.		H/PE.191, 193,194, 197	See #4, p. 668.	None	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>HEALTH/P.E.</u>						
Angels in the Snow	Movement See p. 215.		H/PE.193, 195,197	See p. 215.	None	(0)
Use Rhythm Instruments	Responding to Beat See p. 216.		H/PE.198, 199 MU.1(C)	See p. 216.	See p. 216.	(0)

SKY, LAND, AND WATER

GENERAL GOALS TO GUIDE PLANNING:

- | | | | |
|--|---|--|--|
| <p>1. KNOWLEDGE</p> <ul style="list-style-type: none"> a) Knowledge of self b) Knowledge of others c) Math concepts and systems d) Knowledge of physical world e) Knowledge of cultures f) Knowledge of linguistic world g) Knowledge of biological world | <p>2. SKILLS</p> <ul style="list-style-type: none"> a) Creative thinking b) Logical thinking c) Physical control d) Interaction e) Visual form-making f) Self-help g) Musical h) Artistic | <p>3. DISPOSITIONS</p> <ul style="list-style-type: none"> a) Independence b) Positive self image c) Curiosity d) Openness e) Autonomy f) Confidence in problem solving g) Eagerness of learn new things h) Appreciation for music, art, cultures | <p>4. LANGUAGE</p> <ul style="list-style-type: none"> a) Naming and labeling b) Communication c) Expression of ideas, feelings and knowledge d) Facilitation of thinking |
|--|---|--|--|

METHODS OF EVALUATION:	(PA) Product Analysis	(C) Checklist	(O) Observation	(L) Listening
	(ECS) Experience Chart Summary	(P) Photographs	(V) Videotape	(PF) Portfolio
	(FT) Formal Test	(IT) Informal Test	(AR) Anecdotal Record	

SPECIFIC UNIT GOALS:

1. KNOWLEDGE
 - a) The children will extend their knowledge in relation to sky, land, and water, as stated in the specific unit concepts.
 - b) The children will begin to understand the concept that we live on a planet called earth.
 - c) The children will begin to develop a concept of time as it relates to the earth's changes.
 - d) The children will begin to understand that there are many different bodies of water on the earth.
 - e) The children will begin to understand the nature of "air" and "sky."
 - f) The children will begin to conceptualize the idea that transportation involves moving or transporting something.
 - g) The children will develop a concept of a machine as something that helps us do work.
 - h) The children will continue to develop a knowledge of letter/sound relationships.
2. SKILLS
 - a) The children will improve communication skills through drawing/writing and through conversation.
 - b) The children will apply thinking skills to development of creative projects including bookmaking, habitat construction, and model building.
 - c) The children will use visual discrimination skills in learning to recognize geometric shapes.

- d) The children will continue to improve their visual form-making skills through inclusion of details in their projects and activities.
- e) The children will increase their social skills as they work together to plan and develop projects.

3. DISPOSITIONS

- a) The children will develop appreciation of archeology as a profession and the archeologist as a professional.
- b) The children will demonstrate an interest in the earth, its history, and its past and present support of life.
- c) The children will increase their independence and autonomy as they make decisions about projects and develop their own ideas.
- d) The children will improve their self-concepts by developing increased competence in all phases of the form-making process.
- e) The children will indicate their interest in learning through enthusiasm, willingness to share, appropriate listening behavior, and initiation of independent work.

4. LANGUAGE

- a) The children will be able to use specific scientific names of some dinosaurs discussed in the unit.
- b) The children will be able to explain to others the pictures, models, and stories created during the unit.
- c) The children will be able to use language to make predictions and to explain their observations.
- d) The children will be able to use language to negotiate with others regarding the development of group projects.

SPECIFIC UNIT CONCEPTS TO BE DEVELOPED:

1. We live on the planet Earth.
2. Earth is only one planet in our solar system.
3. The planet Earth has been in existence for a very long time, but it is always changing.
4. The planet Earth has one sun and one moon.
5. The planet Earth has water and land areas.
6. The sky is the Earth's atmosphere, and we need the oxygen in the air to live.
7. Many kinds of living things were on the Earth long ago.
8. The word we use to talk about the "long ago" times is "prehistoric" because it was a time before men recorded Earth's history.
9. Dinosaurs were one kind of prehistoric creature.
10. Some dinosaurs ate plants; some ate meat.
11. Some dinosaurs were very large; some were small.
12. Some dinosaurs lived on land; some lived in water.
13. There were three periods of dinosaurs.
14. We know about dinosaurs because of fossils.
15. Archeologists dig up and study fossils.
16. When people began to live on Earth, the dinosaurs were gone.
17. Weather affects our lives.

18. We can study the weather by using different tools.
19. We cannot always change the weather.
20. The weather is different in different places on the Earth.
21. People needed protection from the harsh weather, so they found shelter.
22. Houses are protection for people today.
23. Other animals also need protection.
24. There are special names for animal homes such as hives, dens, burrows, and nests.
25. Some animals build their own homes.
26. Clothes also protect people from the weather.
27. Animals have feathers, fur, and scales to protect them.
28. Animals live in different places on the Earth because of the weather.
29. Different animals live in different kinds of habitats.
30. Many plants and animals live in and under the water.
31. Living things have different ways to protect themselves.
32. The skin is a covering that protects some animals.
33. Some animals live above the ground.
34. Some animals live under the ground.
35. Some plants grow above ground; some plants grow underground.
36. Things that live in the water may live in the ocean, in lakes, in ponds, or in rivers.
37. Animals eat plants and other animals.
38. Different plants grow in different places on earth.
39. Plants need water, sun, and earth or food to grow.
40. To travel from one place to another on the Earth, we use many kinds of transportation vehicles.
41. Vehicles are also a type of machine.
42. Machines help us do work.
43. Most vehicles are made by people.
44. We can travel on land, on or under the water, in the sky, and even outside the Earth's atmosphere.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P1 Dinosaur Book	P1 Selected children will write and illustrate a dinosaur book.		P1.a LA.33,48, 50,52, 288,341 R.9,14,24, 45 S.19	P1.a The teacher will have the children write using invented spelling or dictate to the teacher either an original dinosaur story or a book of facts about dinosaurs.	P1.a Drawing paper Pencils or markers	P1.a (O) (PA) (C) (ECS)
		P1.b R.115	P1.b A.1,37,41	P1.b The group story will be divided by the teacher into scenes, and each scene will be written on a different page. Each child will be given a page or two of the story to illustrate. The teacher will have the book bound to add to the class library.	P1.b Drawing paper Markers Cardboard Staples/stapler Binding tape Glue or rubber cement	P1.b (PA) (C) (O)
P2 Dinosaur Puppet Play	P2 A small group of children will make puppets and develop a puppet show about dinosaurs to be presented to the class.	P2.a S.4	P2.a A.5,41,43 OC.11,46 LA.299	P2.a The teacher will provide the children with paper bags, cardboard, markers, and other materials to use in creating dinosaur puppets. While the children work, the teacher will ask questions that will allow the children to tell what facts they know about dinosaurs.	P2.a Paper bags Cardboard Fabric and wallpaper scraps Dowel rods Beads, ric-rac, and other materials for details Markers Scissors Glue	P2.a (PA) (L) (C)
			P2.b OC.2,3,4,8 R.9 LA.288,341	P2.b The teacher will have the children dictate an original play, which will be recorded on an experience chart.	P2.b Chart paper Markers	P2.b (ECS) (L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P3 Dinosaur Terrarium	P3 The children will construct a tropical terrarium.	P2.c R.21	P2.c S.37 OC.12,13, 14,15,16 23 R.73	P2.c The children will practice their play, using puppets for dramatization. They will decide on a specified time to present the play to the class. The clock-time of the play will be indicated on a "teaching" clock. When the time on the electric clock matches the teaching clock, the play will be presented.	P2.c Puppets Clocks: electric and a "teaching" clock (can be made from paper plate and construction paper)	P2.c (O) (L) (C)
			P2.d A.37 OC.12	P2.d The teacher will videotape the production so that the children can see it at a later date. After viewing the tape, the children will suggest what they felt were the "best" and "worst" features of the play.	P2.d Videotape VCR Chart paper Markers	P2.d (V) (L)
		P3.a LA.306	P3.a R.19 OC.25	P3.a The teacher will have the children find small rocks for the bottom of an aquarium dish. She/he will direct them in digging soil to put on top of the rocks. In the soil, the children will plant ferns and fern-type plants. Grass seed will be sprinkled over the entire dirt surface.	P3.a&b Large glass container Small rocks or gravel Soil Ferns or fern-like plants Grass seed Watering can	P3.a (O) (C) (PA)
		P3.b S.1 R.21	P3.b S.19,24,65 LA.25	P3.b The teacher will talk with the children about the living and non-living things used in making the terrarium. The discussion will focus on the needs of living things... earth, light, water, and air.		P3.b (L) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P4 Alfalfa Sprouts	P4 The children will follow the steps in growing an edible plant.	P3.c MA.135 R.22	P3.c R.68,72 H/PE.4,6	P3.c The teacher will assist the children in setting up a schedule so that the plants will be watered every day. Children will decide which day of the week they will water and place their name beside that day on the calendar. The terrarium will be place in an appropriate place to receive filtered sunlight.	P3.c Watering can Watering chart Terrarium	P3.c (O) (C)
		P4.a R.21 S.1	P4.a R.1,2,3 LA.340 OC.30 H/PE.8,9, 10,11	P4.a The teacher will introduce the idea that some dinosaurs ate plants, while others ate meat. This project will involve the growing of an edible plant. The teacher will direct the children in putting about 4 Tbsp. of alfalfa seeds into a large pickle jar. The jar will then be filled up to the one-half full level with warm water and covered with a piece of cheesecloth or hardware cloth which will be secured with a rubberband. The seeds will be placed in a warm, dark place to soak overnight.	P4 Large glass jar Cheesecloth or hardware cloth A rubber band Untreated alfalfa seeds Crackers Cream cheese Margarine Knife Paper towels Colander	P4.a (O) (C)
		P4.b R.21 MA.38	P4.b LA.288 OC.25,33 R.19 S.37	P4.b The next day, the teacher will supervise the children in pouring off the water used for soaking and rinsing the seeds two or three times in clear water without removing the porous covering. The seeds will be drained well by turning the jar over onto a paper towel and allowing them to sit for about five minutes. The moist seeds will be shaken so that they are spread out on the lengthwise side of the jar. They will then be put back into the warm, dark place to begin to sprout, keeping the jar in a horizontal position. The process of washing the		P4.b (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				seeds and draining off the water will be repeated at least three times a day to keep the seeds moist until they sprout and the leaves grow. (This will require about three or four days.)		
		P4.c S.34	P4.c OC.11 S.65	P4.c When the leaves are well grown, the jar should be placed in the sunlight (still in a horizontal position) for a morning. The leaves will turn green, and the teacher will briefly introduce the concept of photosynthesis to the children.		P4.c (L) (O) (C)
			P4.d OC.13 H/PE.9,10, 11 S.16,18	P4.d The teacher will open the jar and remove the green alfalfa sprouts. They will be rinsed thoroughly in a colander before they are eaten. Crackers and margarine or cream cheese may be provided so that the children can taste the fresh sprouts on the spread crackers. The sprouts can also be used to make a salad if desired.		P4.d (ECS)
P5 Dinosaur Model	P5 The children will make a dinosaur model from junk materials.	P5.a S.1 MA.215		P5.a The teacher will have the children think about the characteristics of a particular dinosaur...tail, teeth, ears, head shape, etc. The teacher will have a variety of boxes on hand so that the children can select proportionately-sized boxes for the various body parts.	P5 Assorted boxes Cardboard Wire String Masking tape Duct tape Garbage bags Scissors Markers	P5.a (L) (C)
		P5.b R.115	P5.b R.72 OC.11,13	P5.b The teacher will lead the children in a discussion of how they might solve the problem of holding the various body-part boxes together. Wire, string, and tape might all be incorporated.	Utility knife Glue Other materials to be determined	P5.b (L) (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P6 Dinosaur Habitat	P6 The children will create a dinosaur habitat in the block center.	P5.c R.21 MA.34	P5.c MA.35 S.39 A.43	P5.c If Tyrannosaurus Rex is the selected dinosaur, the teacher will have to discuss the problem of creating a whip-like tail (plastic garbage bags are an ideal solution) and how to make the giant creature stand up. Once the discussion phase of the project is complete, the teacher and the children may proceed with the construction.		P5.c (O) (C)
		P5.d R.115	P5.d A.5,41,43 H/PE.4 OC.42,47,48	P5.d The children will be placed into working teams, and each team will be given an opportunity to work on the model. After the dinosaur shape has been constructed, the children will paint it and add details as desired.	P5.d Paint	P5.d (O) (C)
			P5.e OC.41 LA.48	P5.e The dinosaur will be given a name. The teacher will have the children suggest possibilities and an election will be held. A name card will be hung around the creature's neck.	P5.e Name card Name block to record vote	P5.e (O) (C)
		P5.f MA.38	P5.f OC.2,8 R.76 H/PE.4	P5.f The dinosaur can be used as a base for other projects. The children may want to write about the dinosaur's adventures, to make little dinosaurs, or to make up a play using the dinosaur as an "actor."		P5.f (BCS) (C)
		P6.a S.1 R.21	P6.a H/PE.8 R.40 OC.29 S.19	P6.a The teacher will discuss with the children the things a dinosaur, like other living animals, needed to live. The term "habitat" will be introduced and defined. The children will use books and other resources to determine the types of plants, water sources, and terrain that were prevalent in dinosaur times. The teacher will ask the children to tell about "habitats."	P6 Blocks Const. paper Bulletin board paper Crepe paper Green paint Blue paper or paint Model dinosaurs	P6.a (O) (IT) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			P6.b A.5,43 H/PE.4 LA.8 P6.c OC.12,13 R.1,2,3,4	P6.b The children will create plants from paper and plastic bags. (Real plants could also be used.) They will make caves with the blocks. They can create lakes using blocks and paper. P6.c The dinosaur habitat will be used by the children as they plan with model dinosaurs, to encourage use of dinosaur terms and to extend the imaginative aspects of play.		P6.b (O) (C) P6.c (L) (C) (O)
P7 Home History Project	P7 The children will share information related to vehicles and pets their parents once owned or their family has owned.	P7 R.21 LA.251 SS.3	P7 OC.11,25, 30,33 A.37 SS.24,25 LA.300	P7 The teacher will inform the parents that one homework project to accompany the unit will be for children to find out about transportation vehicles, houses, and animals that their parents, grandparents, or their immediate family have owned in the past. The parents will be asked to assist the children in making a visual aid such as a model, a poster, a photo album, etc., to use in sharing the information they discover. The children will be encouraged to tell about how the parents or family acquired the vehicles or pets, the care they are given, etc. The children will share their projects on their regular sharing days during the weeks which correspond with the subject of the presentation.	P7 Note to parents	P7 (L) (O) (PF) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P8 Weather Report	P8 The children will observe, predict, and measure the weather, and write a daily report.	P8 R.21 MA.135	P8 MA.3 S.63,67 H/PE.2	P8 The teacher will have the child responsible for telling the weather each morning do a more in-depth report throughout this unit. The children will dictate a weather report including the specific temperature, the weather conditions, the air direction, the amount of rainfall, and the clothing worn by selected members of the class. The report will be shared during large-group time, and will be saved to be put into a "Weather Diary" to be published at the end of the unit.	P8 Thermometer Wind sock Rain gauge Paper Markers	P8 (ECS) (C)
P9 Bulletin Board Display	P9 The children will create living and non-living things that go in the sky, on the land, and in the water.	P9 S.1,4 LA.306	P9 LA.14,250, 288,340 R.1,2,3,4 SS.24 OC.3 A.1,37,41	P9 The teacher will have the children make a sky, land, and water background for a large bulletin board. Throughout the unit the children will be asked to create specific things that belong in the various habitats, including animals, plants, and transportation vehicles. Both above- and below-ground areas will be indicated through use of green and brown backgrounds. Each child will be asked to tell the other children what she/he created and how. An explanatory chart dictated by the children and telling what the project is and how it was created will be hung with the display.	P9 Bulletin board Paper...blue, green, brown Const. paper Paint Markers Junk materials Scissors Glue Etc.	P9 (ECS) (C)
P10 Sky, Land, and Water Books	P10 The children will write and illustrate books to go with each subject area of the unit.	P10 R.21	P10 SS.13,35 LA.288 R.1,2,3,18, 43 LA.48,52 S.67	P10 The teacher will have the children make three group books during the unit: 1. "The Wind" will be a summary of concepts learned about air and wind. 2. "Things We Do On Earth" will relate to the children's perceptions of human activity.	P10 Chart paper Drawing paper Cardboard Staples/stapler Contact paper Glue Markers	P10 (ECS) (PF) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P11 Airport Trip	P11 The children will go on a trip to the airport and will recreate the trip through a variety of forms.	P11.a SS.14 R.11	P11.a R.3,72 OC.11 LA.300,340 SS.24,25	3. "What We Know About Water" will be a summary of the information learned during this aspect of the unit. Each of these books will be done first as an experience chart to which many of the children will contribute. The words from the experience charts will be put onto individual pages so that the contributing child can illustrate his/her part of the book. Those children who are using invented spelling will be encouraged to write their own words using invented spelling. P11.a The teacher will arrange for the children to visit an airport. Prior to the visit, the children will be asked to think about what information they want to find out at the airport. Before the trip, teams of children will be assigned specific things to find out on the trip, such as: - How many planes use the airport and where do they come from? - What does an airplane look like? - How does a pilot learn to fly and what else must he do to be a pilot? - What kind of cargo do the planes carry? - How many wheels and engines do the airplanes have? - What does the airport look like? - What kinds of workers work in an airport? Extra adults will be invited to accompany the class on the trip so that adult assistance will be available to help the children record their observations.	P11.a Pads & Pencils to record observations and facts gathered from interviews List of questions Chaperones	P11.a (O) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P12 Underwater Habitat	P12 The children will decide what the characteristics of the underwater environment are, and will build a model of the area.		P11.b R.3,4,9,62 OC.3,12 SS.16,18, 30 LA.340,341	P11.b After the trip the teacher will have the children compose an experience chart about their trip, with those children responsible for various aspects of the trip contributing to that part of the report.	P11.b Paper Markers	P11.b (ECS) (C)
		P11.c R.115	P11.c A.1,5,43 LA.2,288, 341 OC.3,29 R.4,9	P11.c Each child will decide how she/he wants to extend the airport experience: by making a book about the trip; by making a model of an airplane; by making a large picture or painting; by painting a picture and dictating or writing a story; by building a model of the airport. The teacher will provide appropriate materials for each of these projects.	P11.c Small interlocking Large blocks Junk materials Boxes Paint Easel paper Staples/stapler Glue and tape Scissors	P11.c (PA) (PF) (C)
		P11.d LA.252 SS.14	P11.d OC.33,51 SS.18	P11.d The teacher will provide time for the children to share their completed projects. Review the ways that people who work at the airport help make our lives comfortable.		P11.d (IT) (C)
		P12.a S.4	P12.a OC.7,13	P12.a The teacher will discuss with the children what the fish that live under the water must have to live. The children will be shown pictures of underwater life, and these will be made available for reference. If possible, show slides, film, or a movie emphasizing underwater life.	P12.a Slides/film/ movie Projector Pictures	P12.a (L) (C) (L)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		P12.b R.115	P12.b A.1,5,37, 41,43 R.76	P12.b The children will use the area under a table or a large cardboard box as the site for the underwater display. They will create plants and underwater animals to hang in a blue environment. Streamers in front of the display will give the effect of water. Real sea shells can be collected to put on the bottom of the display, or the children will make those, too. Fish made from paper bags will be hung so that they look like they are swimming.	P12.b Box or table Paint Paint brushes Streamers Paper Glue Stapler Tape Crayons Markers String Scissors Blue crepe paper or cellophane Junk materials	P12.b (C) (C)
P13 Habitat Planting	P13 The children will design and construct miniature gardens representing various types of land habitats.	P13.a FL.3 R.21	P13.a OC.7,11,13	P13.a The teacher will provide six containers for planting and creating environments (the drainage pans that go under large crockery planters are perfect). The teacher will talk with the children about the characteristics of a forest, a desert, a jungle, a mountain, a tundra, and the plains. Pictures of each type of environment will be shown and the pictures will be available for children to look at and talk about during construction of the dioramas.	P13.a&b Six planters Variety of plants Soap powder Egg beater Variety of soils (dirt, gravel) Clay or dough Self-hardening modeling medium	P13.a (C) (C) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
			P13.b H/PE.4 S.19 R.1,2,3 LA.250,288	P13.b The children will be divided into six groups, and each group will develop one type of environment. Appropriate plants will be used to create each type of vegetation. The forest can be developed around tiny pine trees or tree-like ground cover; the desert needs cactus; the mountains can be shaped of dirt and clay and grass and tiny trees can be planted; the jungles need vine-type plants; the plains should be planted with grass; and the tundra needs to be covered with snow (which can be made from whipped soap powder). Tiny animals can be made of a hardening clay or dough.	Junk materials 6 cardboard bases	P13.b (O) (C) (PA)
		P13.c FL.3	P13.c SS.13,16, 29,32,34, 35,36 OC.7,30,33 S.67	P13.c When the environments are completed, the teacher will talk with the children about the weather conditions that are prevalent in each type of land area. The children will contribute to the discussion of how various animals are suited to each climatic area. The teacher will show pictures of each environment with the people who live in the environment. The teacher will tell children that the weather and the land cause certain foods to grow. The weather and land type also cause the people living there to choose foods, dress, houses and work that are especially suited for the environment.	P13.c None	P13.c (AR) (C) (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P14 Weather Dolls.	P14 The children will make dolls that have their own characteristics, and will dress them to live in a particular environment.	P14.a FL.3 R.115	P14.a A.1,4,41 OC.29,33 S.67 LA.9	P14.a Based on the discussion of weather typical of certain land areas, the teacher will have the children make a self-portrait doll dressed to live in a particular type of environment. The teacher will provide a template of the human body for children to trace around. The children will add features to the dolls and use a variety of materials and cloth to make clothing that would be appropriate if they lived in one of the environments they have studied... mountains, plains, forest, jungle, tundra, or desert.	P14.a Doll template Pencils Markers Cloth Wallpaper Junk materials Glue Needle and thread Pictures of land areas	P14.a (PA) (C)
		P14.b FL.1,2,3	P14.b R.8,9,76 OC.2 LA.341	P14.b The teacher will have the children write a story about their doll and the place where they would wear the clothes they have on. The child will give the doll a name that is typical of the culture or environment. Consult reference books or resource people for this information. The stories and the dressed dolls will be shared in a large group.	P14.b Drawing paper Markers	P14.b (L) (C)
		P14.c MA.216	P14.c SS.31,33,61	P14.c The teacher will provide a large map of the world with the six types of land areas indicated. As the children share their dolls, each will locate a part of the world where she/he might be if dressed as shown.	P14.c World map Dressed dolls Completed stories Reference books	P14.c (L) (O) (C)
		P14.d MA.30	P14.d OC.36,49,51 H/PE.4 LA.4	P14.d The teacher will have the children each glue their doll and their story on a large sheet of construction paper. These will be bound to make a big book.	P14.d Large const. paper Glue	P14.d (PA) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P17 Submarine	P17 The children will construct a submarine from available materials.	P17.a R.115 MA.38	P17.a OC.3,11,13 LA.299 R.4	P17.a Before initiating this project, the teacher will show a film with a submarine, and will discuss with the children many pictures and stories about underwater travel and submarines.	P17.a Filmstrip/ Video Variety of related books and pictures	P17.a (O) (L) (C)
			P17.b R.725 OC.11 LA.299 A.5,41,43	P17.b The teacher will provide a large refrigerator box turned onto its side. She/he will ask the children what they can do to make this box look like a real submarine. Guiding questions will be used to inspire children's thinking. The teacher will ask such questions as: "How can we get inside the submarine?" "What does a submarine need inside?" "How can a submarine worker see what is above the water?" "What kind of windows do we need to make?" ETC. Small groups of children will work on the submarine at one time. The teacher will help the children with cutting the cardboard and fastening things on the submarine, but they will make the decisions. Many pictures of submarines will be available for children to refer to as they work.	P17.b Refrigerator box Wire Tape Small boxes Junk materials Acetate for windows Mirrors to make a periscope Other materials requested by the children	P17.b (P) (L)
			P17.c OC.3,13,33, 42,47,52 R.4,9 LA.341	P17.c The teacher will let the children play with the submarine independently after it is completed. Some children may want to dictate an experience chart telling how the submarine was built.	P17.c Chart Markers	P17.c (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Unit: Our Solar System</u>						
1 Our Planet Earth	1A The children will understand the term "Earth."	1A.a MA.216 LA.305	1A.a H/PE.4 OC.25 R.1,2,3 LA.250	1A.a The teacher will introduce the term "Earth" and will show pictures of the planet as photographed from space. The teacher will demonstrate, using three children as the moving bodies, how the sun and how the moon moves around the Earth.	1 Pictures of the Earth A globe Easel paper Paint Paint brushes	1A.a (O) (C) (FT)
	1B The children will paint a picture of the Earth, the sun, and the moon.	1B R.115	1B A.1 LA.2	1A.b The teacher will show the children a globe and will point out the land and water areas of the Earth. 1B During activity time, the teacher will encourage the children to paint a picture of the sun, the Earth, and the moon.		1A.b (O) (C) (PA)
2 Solar System	2 The children will be introduced to the idea that there are other planets in our solar system.	2.a MA.30,38, 216	2.a R.19 LA.288	2.a The teacher will introduce the term "Solar System," using a large picture of Earth's solar system, explaining that planets in a solar system share one sun. The teacher will then help the children to locate the planet Earth. The teacher will ask the children to find a planet that is larger than Earth, and to look for a planet that is smaller than Earth. She/he will ask the children to describe any other differences in the Earth and other planets that they can see in the picture.	2.a Picture of the Solar System	2.a (IT) (L) (C)
		2.b R.21	2.b A.5,43	2.b The teacher will provide the children with playdough or clay and will ask them to make a picture of the solar system in clay, using the pictures as a reference.	2.b Playdough or clay	2.b (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Dinosaurs, Archaeology, Paleontology, Fossils</u>						
3 Dinosaur Introduction	3 The children will learn that the word dinosaur means "terrible lizard" and will begin to understand that dinosaurs lived long ago on the planet Earth.	3 S.1,4	3 OC.3,11,33 LA.299,316 R.4	3 The teacher will show the children pictures of many dinosaurs and talk about the meaning of the word "dinosaur." The teacher will write down the children's responses to the question "What do you know about dinosaurs?" on an experience chart.	3 Dinosaur pictures Chart paper Marker	3 (ECS) (C) (FT)
4 "D" for Dinosaur	4 The children will brainstorm for words that begin like dinosaur.		4 LA.50,52 R.14,45	4 The teacher will ask the children to think of as many words as they can that begin with a "D" like dinosaur. These words will be written on a chart that will be left up and added to during the entire unit.	4 Chart paper Markers	4 (IT) (ECS) (FT)
5 Dinosaur Classification	5 The children will look for ways to classify plastic dinosaurs.	5 MA.28,38 R.21	5 R.2 OC.29 LA.288 MA.29	5 The teacher will provide the children with a set of dinosaurs of varying sizes, types, and colors. The children will be asked to sort the dinosaurs according to categories they make up themselves.	5 Plastic dinosaurs	5 (IT) (L) (O) (C)
6 Playdough Dinosaurs	6 The children will use playdough to make various types of dinosaurs.		6.a A.5 R.1,2,3 LA.9	6.a The teacher will provide the children with pictures of different types of dinosaurs, and playdough to use in constructing dinosaurs. The children will be asked to make a model of their favorite dinosaur.	6.a Pictures of dinosaurs Playdough	6.a (PA) (O)
		6.b R.21,23	6.b LA.19,30 R.2	6.b The teacher will give the children a set of name cards with the types of dinosaurs written on them. The children will find the appropriate type of dinosaur to go with their model, and will copy the name onto a name card of their own. The dinosaurs will be displayed in the Science Center.	6.b Model name cards Blank cards Markers	6.b (PA) (C) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
7 Paleontology Study	7 The children will learn the meaning of the term paleontologist.	7.a LA.252 S.1	7.a OC.11,29,33	7.a The teacher will ask the children if they have ever uncovered or dug up something in the earth, and will listen as they share their finds. The teacher will explain that archaeologists look for things that have been buried in the earth a long time, and they dig the things up. Special scientists with training in archeology are called paleontologists, and they study dinosaurs.	7.a None	7.a (L) (C)
			7.b LA.316 R.62 OC.29,33	7.b The teacher will read something to the children about paleontologists, such as the introduction to the book <u>Dinosaurs</u> by Mary Packard. The text explains that we know about dinosaurs because these scientists study their bones. The teacher will follow the reading with discussion time and will factual questions to determine the level of understanding. Reread the book for reinforcement and pleasure of listening.	7.b A book such as <u>Dinosaurs</u> by Packard	7.b (L) (IT) (C)
		7.c R.21 S.1	7.c S.64,78	7.c The teacher will tell the children that we sometimes find fossils of smaller animals and plants easily by looking carefully in gravel beds and driveways. The teacher will show the children some examples of fossils. Crinoid stems are easy to locate, and they are the stems of prehistoric plants that were around when the dinosaurs were on Earth. The fossils will be displayed in the Science Center. The teacher will remind the children of how to use a hand lens for a closer view of the fossils.	7.c Fossils such as crinoid stems	7.c (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
8 Mini Dig	8A The children will role-play archaeologists on a dig.	8A MA.2,6,14, 30 LA.252	8A OC.52 SS.30 H/PE.4	8A The teacher will break a clay-base vase or pot into pieces about the size of three fingers. These pottery pieces will be counted and hidden in the sandbox or sand table. An outline drawing the same shape as the sand container will be prepared to represent the map of the "dig." The teacher will talk with the children about archeology and introduce the terms "dig" and "chard," explaining the way an archeologist works. Small groups of children will work at the "dig" until every child has participated. Emphasis will be on careful digging and sifting, marking a numbered X on the map for each piece of the pot found (1X will indicate the location of the first "chard" found), and marking the number of the piece as it is retrieved. (The teacher will know when all pieces have been located.)	8A Flower pot or clay vase Map outline Permanent marker Sand box or sand table Spoons Small strainers	8A (O) (C)
	8B The children will reassemble the pieces of pottery found on the mini dig.	8B MA.34,38	8B A.43 OC.46 SS.30 R.4,9 LA.340,341	8B The teacher will have the children take all pieces located into the classroom. Two children at a time will attempt to put together pieces of the pot. Gluing the pieces will require adult assistance. In the event that all pieces are not located on the first day, the teacher will remind the children to be careful and look for remaining pieces on subsequent days. The completed pot (even if pieces are missing) will be displayed in the Science Center along with a dictated chart explaining the activity.	8B Pottery pieces Glue Chart paper Markers	8B (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
9 Fossil	9 The children will search for fossils.	9 R.21 S.1 MA.215	9 OC.3,12,13, 51 SS.1,32 S.32 R.4	9 The teacher will ask the children what characteristics they have noticed during their examinations of the fossils in the Science Center. Those children who have learned to "read" the rocks and find the animal and plant imprints can explain their findings. The teacher will emphasize the characteristics of different fossils usual in the area. (Crinoids, for example, have symmetrical circles and a dot in the center.) The teacher will tell the children they are going on a fossil hunt. She will explain that they will have to use their sense of sight very carefully to find the rocks that have fossil imprints. The driveway is usually a good place to look, even in an area that is not part of a fossil bed.	9 Fossils	9 (O) (C)
10 Plaster Fossils	10 The children will learn about the way fossils are made by making a plaster model.		10.a S.39,44	10.a The teacher will give each child a piece of clay that can be air-dried and a piece of plasticene. The teacher will also give each child a selection of small bones and shells to choose from. The child will pat out the clay into a slab and with the selected object, make an imprint in the clay and in the plasticene. The clay will be set aside overnight to harden. The plasticene will be used as a mold for plaster. The teacher will pour a little plaster of paris into each plasticene mold, until it is level with the top surface of the imprint. The plaster will harden in a few minutes. During hardening, the teacher will have the children touch the plaster to feel the change in temperature.	10.a Self-hardening clay Plasticene Plaster of paris Container for mixing Spoon	10.a (O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		10.b MA.30,38	10.b OC.29,30,33	10.b On the second day, after the clay has hardened, the teacher will have the children look at the positive (raised) and negative (sunken) impressions. She/he will explain to the children that sometimes fossils are made when a plant makes a mark in the earth and then rots or deteriorates. That fossil will be sunken. Sometimes when the sunken area gets covered with earth, another fossil is created as the earth is lifted out of the original imprint. The fossil will be raised like the plaster model.	10.b Home-made fossils	10.b (L) (C)
11 Dinosaur Eggs	11 The children will learn that dinosaurs hatched from eggs as they cook hardboiled eggs.	11.b S.3	11.a OC.25,33 11.b R.68 S.32 LA.19	11.a The teacher will have the children hard-boil and dye eggs. During the cooking experience, the teacher will emphasize that dinosaurs were reptiles and that reptiles such as snakes hatch from eggs, just as the dinosaurs did. 11.b The eggs may be dyed with natural dyes such as grass, onion skin, flowers, etc., if desired. This can be done by placing the natural materials around a raw egg, holding them secure by slipping the egg and the grass, etc., into a piece of nylon hose, and tying the hose securely at both ends before submerging in hot water. Use the children's reactions to the smell of vinegar to discuss the way our senses give us messages. The teacher will inform each child of the danger of drinking from containers if they do not know the contents. In addition to smell, she/he will show them how to use their eyes to identify the Mr. Yuk sign.	11 Eggs Natural materials (onion skins, grass, tiny flowers) Nylon hose Waterpan Saucepan Vinegar Spoon Picture of Mr. Yuk symbol	11.a (O) 11.b (L) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
12 Dinosaur Mobile	12 The children will trace around dinosaur stencils to make a variety of dinosaurs to hang on mobile.		12 A.1,43 LA.9,20,21,22	12 The teacher will have the children trace dinosaurs of different varieties onto poster board, using a set of stencils. The children will use transparency markers and cut construction paper to add details to the dinosaurs. A hole will be punched for hanging with string onto a coathanger or branch. (If desired, all dinosaurs may be hung on one large branch for display in the classroom.)	12 Dinosaur stencils Transparency markers Poster board Const. paper Scissors Hole puncher String Branches or coathangers	12 (PA) (O)
13 Dinosaur Rubbings	13 The children will observe as dinosaur pictures appear on rubbed paper.		13 A.43 OC.46 R.1,68 LA.1,250,288	13 The teacher will place a variety of dinosaur stencils on a table. Over the stencils the teacher will tape a large piece of butcher paper. The children will be told to rub with crayons or chalk over the paper. As dinosaur figures appear, the teacher will have the children name them and describe their characteristics.	13 Dinosaur stencils Butcher paper Tape Chalk or crayons	13 (IT) (PA)
14 "If I..."	14 The children will write an imaginary story based on their predictions.	14 R.115	14 R.3,4,9,14,24,45,72,76 LA.340,341 OC.2,3,4,41	14 The teacher will ask the children to imagine what would happen if a dinosaur came to live with them. Each child will be encouraged to write/draw their prediction of this imaginary situation. The stories will be stapled together and bound to make a class book.	14 Markers Drawing paper Staples/stapler Poster board Plastic tape Rubber cement or glue	14 (ECS) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
15 Dinosaur Milk	15 The children will observe the colors created when they decode a formula for mixing "dinosaur milk."	15 R.20 S.34 MA.2,6,171	15 OC.25,30 R.19,68	15 The teacher will prepare individual recipes for children to decode. Each recipe will require children to mix a specified number of drops of one color food coloring with a specified number of drops of a second color in a glass of milk. The recipe will be written in a number sentence style, reinforcing the number sign +. For example: 2 ** red + 4 **** yellow = ____? ____ The teacher will place each recipe in a plastic egg and hide it on the playground. The children will go on a dinosaur egg hunt before snack time, find an egg, and mix their milk for a snack according to the recipe inside.	15 Milk Food coloring Plastic eggs Paper Markers Spoons Cups	15 (ECS) (O) (C) (L)
16 Dinosaur Concentration	16 The children will practice visual skills in order to match pairs of dinosaurs.	16 LA.306 MA.2,6 R.21,28,30	16 MA.3,31 H/PE.4	16 The teacher will use tape to mark off a 4 x 4 grid on a table. The teacher will provide 8 pairs of plastic dinosaurs. The children will be shown how to cover each dinosaur with a large numbered paper cup to be placed in its numerical order. (Numerals from 1 to 16 can be written on a piece of tape and stuck in the center of the squares if the children cannot recognize the numerals 1 to 16.) To play the game, a child will uncover two dinosaurs. If they are the same, the child will remove the dinosaurs and the cups from the grid, and will have a second turn to make a match. If they do not match, they will be put back just as they were, and it is the other player's turn. The object of the game is to collect the most dinosaurs, so frequent counting should be encouraged.	16 Masking tape 8 pairs of plastic dinosaurs 16 large paper cups Marker	16 (O) (C) (FT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
17 Carnivores	17 The children will learn the word carnivores and will identify dinosaurs that ate meat.	17 R.21	17 R.1,2,3,4, 72 S.24 H/PE.8 LA.250,299, 340 OC.3,11	17 The teacher will tell the children that some dinosaurs were meat-eaters and will ask if they can decide which ones. The teacher will question the children responding regarding reasons for their suspicions. Using pictures of the various dinosaurs, the teacher will have the children notice teeth, claws, and other features of carnivores. The teacher will also ask the children if they can imagine where the dinosaurs got their "meat." As the children respond, the teacher will make a listing chart, naming animals that might have provided food for the carnivorous dinosaurs.	17 Pictures of carnivorous dinosaurs Chart paper Markers	17 (ECS) (C) (L)
18 Introduction to Tyrannosaurus Rex	18 The children will learn facts about Tyrannosaurus Rex.	18 MA.30,34	18 MA.31,35 H/PE.4 OC.25,30, 46,49	18 The teacher will show pictures of Tyrannosaurus Rex and describe his tremendous size. The teacher will have each child cut three newspaper or cardboard strips the size of a 12" ruler. The children will be taken outside with their strips, and the teacher will have each child place a strip on the ground so that they are end to end in a straight line. Together the group will count the strips as a child walks them off. If there are now 27 "feet" of paper on the ground, the teacher will have children one at a time add another strip, until the counting reaches 40 feet. This line indicates the length of Tyrannosaurus Rex. Now, using more strips, the children will put down a 20-foot line perpendicular to the first line. T. Rex stood 20 feet high. The children can also add four strips to indicate a 4-foot head, and can fold each of the remaining strips into one-half their size to make teeth.	18 Newspaper or poster board 1 foot rulers Markers Scissors Picture of Tyrannosaurus	18 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
19 Tyrannosaurus Teeth	19 The children will compare their tooth size with the size of T. Rex's tooth.	19 MA.38 R.21	19 S.6,64 LA.33,48, 50,52 A.1 R.14,24,45	19 The teacher will provide the children with cardboard "rulers" six inches in length. The children will compare the length of the ruler with the length of one of their own teeth. The teacher will then ask the children to draw a bit tooth as long as their 6" ruler. On the tooth, the children will draw their own portrait of Tyrannosaurus Rex. The teacher will have the children find other things in the room that are about 6" long and make a list of the things they find on the back of their pictures using invented spelling or drawings.	19 6" cardboard rulers Drawing paper Markers	19 (O) (PA) (C)
20 Dinosaur Rex	20 The children will create a model of Tyrannosaurus Rex with blocks.	20 R.115	20 OC.12,13 A.5 R.3 LA.9,340 H/PE.4	20 The teacher will have the children build a model of Tyrannosaurus Rex in the block center during activity time. At the end of the time, the builders will share their work, showing the characteristics of the giant lizard which they were able to reproduce. A photograph will be taken and the builders will write a story about their creation to display with the photo.	20 Blocks Paper Markers Camera/Film	20 (P) (O) (C)
21 Allosaurus Introduction	21 The children will learn facts about Allosaurus.	21 MA.28,38 R.21	21 OC.3,29,33 R.4	21 The teacher will show the children pictures of Allosaurus and ask them to describe how he is like Tyrannosaurus and how he is different. The children's responses will be recorded on an experience chart headed Likenesses and Differences. The children's observations will be compared with details presented in the teacher's research materials.	21 Pictures of Allosaurus Chart paper Markers	21 (L) (C) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
22 Meat Collage	22 The children will select pictures of meat from magazines and make a collage.	22 R.21 MA.28	22 A.4,41 S.16,24 R.1,2 H/PE.8 LA.3,4	22 The teacher will provide the children with two large cut-outs...one of T. Rex and one of Allosaurus. She/he will tell the children that both dinosaurs were meat eaters, and ask them to find pictures of meat as we eat it today or meat as the dinosaurs might have captured it, and glue them on the dinosaurs.	22 Dinosaur cut-outs Magazines Scissors Glue	22 (PA) (C)
23 Dinosaur Walk	23 The children will role-play dinosaur movements.	23 LA.305	23 MA.35 MU.3,75 H/PE.189, 190,191, 193,198, 199	23 The teacher will play a record or tape featuring heavy, slow music and will ask the children to imagine that they are very big and very heavy and can't move very fast. They will be asked to walk, stalk their prey, fight, sleep, etc.	23 Dinosaur music Record or tape player	23 (O) (C)
24 Tyrannosaurus and Allosaurus Stick Puppets	24 The children will make puppets of these big meat-eaters.	24 R.115 MA.28	24 R.40 OC.25,33	24 The teacher will ask the children to draw a picture of a meat-eating dinosaur, putting in as many characteristics of meat-eaters as they can. They will cut out their figures and glue them on craft sticks to make puppets.	24 Heavy paper Scissors Markers Glue Craft sticks Crayons Pictures for reference	24 (PA) (C)
25 Plant Eaters	25 The children will learn facts about plant-eating dinosaurs.	25 R.21	25 A.1,41 OC.11,12 R.1,2,3,4, 9 LA.299,341 H/PE.8 S.24	25 The teacher will show pictures of stegosaurus, ankylosaurus, triceratops, and trachodon and ask the children to notice similarities in these big creatures. A list of the children's observations will be written on an experience chart. Next, the teacher will ask the children to think about the meat-eaters already studied, and to tell	25 Pictures of plant-eaters Chart paper Markers	25 (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
26 Stegosaurus Introduction	26 The children will study a picture and describe the characteristics of Stegosaurus.	26 R.28 MA.28	26 R.1,2 LA.250,288 S.16,24	how they differed from the plant-eaters. The teacher will ask selected children to draw pictures of the four plant-eaters to display on the experience chart. 26 The teacher will show the children a picture of Stegosaurus and will ask them to describe the dinosaur. Attention will be drawn to his boney plates, his spikes, and the fact that he walked on four legs. The information will be recorded on a chart.	26 Picture of Stegosaurus Chart paper Markers	26 (O) (C) (ECS)
27 Dinosaur Movement	27 The children will move like a quadrupeds.		27 MU.3 OC.25 H/PE.193	27 The teacher will play the song, "My Name is Stegosaurus," and ask the children to move like this big creature that walked on four legs.	27 Recorded music or record "My Name is Stegosaurus"	27 (O)
28 Plant Collage	28 The children will find pictures of plants, cut them out, and glue them on an outline of Stegosaurus.	28 R.21 MA.28	28 A.4,41 OC.46 LA.3,4 H/PE.8 R.1,2	28 The teacher will have the children look through magazines and find pictures of plants that Stegosaurus might have eaten. These will be cut out and glued onto a large drawing of Stegosaurus provided by the teacher. The figure will be cut out and displayed with the silhouettes of the meat-eaters.	28 Stegosaurus outline Magazines Scissors Glue	28 (PA) (C)
29 Block Stegosaurus	29 The children will construct a block model of Stegosaurus.		29 R.3,14,24, 45 LA.8,33,48, 50,52 H/PE.4	29 The teacher will have small groups of children in the block center build models of Stegosaurus. Photographs will be taken of each model, and these will be displayed with the children's writing about their construction.	29 Blocks Camera/Film Paper Pencils	29 (P) (PF) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
30 Bony Plates	30 The child will order triangles from largest to smallest.	30 MA.36,215 R.21,28	30 OC.25 S.64 MA.37	30 The teacher will provide a large cut-out of Stegosaurus and a number of triangles of varying sizes. A mark will indicate the center of Stegosaurus's back, where the largest triangle is to be placed. The teacher will tell the child to order the triangles from largest to smallest so that they extend to Steggie's head and to his tail.	30 Large Stegosaurus Triangles of various sizes	30 (O) (C) (FT) (C)
31 Triceratops Introduction	31 The children will learn facts about Triceratops.	31 R.21	31 LA.250,288, 341 S.19 MA.218 R.9	31 The teacher will show the children pictures of Triceratops. The children will describe what they see. Emphasis will be placed on Triceratops' three horns. The teacher will ask the children to describe the location of the two large horns and the small horn, and to describe the "frill" on Triceratops' neck. These and other observations will be written on an experience chart to display with the picture of Triceratops.	31 Picture of Triceratops Chart paper Markers	31 (IT) (ECS) (L) (C)
32 Sawdust Dough Triceratops	32 The children will build a model of Triceratops.		32 A.5,41 S.39,44	32 The teacher will provide the children with portions of sawdust dough made by mixing fine sawdust with wallpaper paste until a dough-like consistency is formed. The teacher will tell the children to mold a model of Triceratops. The models will be left to stand several days until they dry. The teacher will let the children paint their models with acrylic paint when they are hardened.	32 Sawdust Wallpaper paste Waxed paper Acrylic paint Brushes	32 (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
33 "Tri-" Means Three	33 The children will use manipulatives to form sets of three.	33 MA.30 R.115		33 The teacher will emphasize that Triceratops got his name because he had three horns and "tri" means three. The teacher will ask the children to think of other words that begin with "tri"...triangle, triplets, triceps, tripod..., and will write down any responses. The teacher will tell the children they are going on a "tri-" hunt, looking for groups of three. She/he will provide them with geo boards, rubber bands, and geo board pattern drawings. The children will find as many ways as possible to make sets of three using the rubberbands. They will record their patterns on their pattern sheets. They may color in the triangles if they like.	33 Chalkboard or chart paper Chalk or marker Crayons Geo-boards Rubber bands	33 (O) (PA) (C) (PT)
34 Plant Classification	34 The children will classify plants according to their own system.	34 S.1 R.21 MA.28	34 OC.11 S.19,78 R.1,2 MA.29	34 The teacher will provide a variety of plants for study in the Science Center. The children will be asked to classify their plants according to a system they make up. The teacher will discuss their work with the children after it is completed, asking the children how various plants are alike and how they are different.	34 Plants Hand lens	34 (IT) (C)
35 Plant Rubbings	35 The children will make texture rubbings of plants.		35 S.78 R.1 LA.1,3,4	35 The teacher will let the children use the technique used previously with dinosaur stencils. This time the children will place their own paper over plant leaves and flowers, rub with crayons or chalk, and make an image of the plant. The children will cut out their favorite rubbings to glue onto a large poster labeled "Plant Rubbings." This poster will be displayed in or near the Science Center along with a hand lens.	35 Plants Thin paper Crayons Chalk Scissors Poster board Hand lens	35 (O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
36 Giant Dinosaurs Introduction	36 The children will learn information about the largest dinosaurs.	36 R.21	36 OC.7,11,12, 25,30,33 S.19,38 R.4,9 LA.341	36 The teacher will show the children pictures of Brontosaurus, Brachiosaurus, and Diplodocus, the largest dinosaurs of all. The teacher will explain that these dinosaurs were so large they had to spend most of their time in water, where it was easier for them to move. The teacher will ask the children to tell things they notice about the dinosaurs from the pictures. The teacher will write the children's responses on an experience chart. (NOTE: Brontosaurus has been renamed Apatosaurus in recent books.)	36 Pictures of the giant dinosaurs Chart paper Markers	36 (ECS) (C)
37 Water Drama	37 The children will use plastic dinosaurs in the waterplay area to dramatize the movements of the giant dinosaurs.	37 S.33	37 R.68,72 H/PE.8 OC.47	37 The teacher will provide a water table or a large container for water and large plastic dinosaur models of Brontosaurus, Brachiosaurus, and Diplodocus. So that the children can experience the differences in weight when objects are in the water, the teacher will ask them to see if they can hold up a dinosaur with just two fingers out of the water. Can they do it in the water? Can they do it with just one finger?	37 Water table or plastic tub Large plastic dinosaurs	37 (IT) (C)
38 Measure Me	38 The children will measure and compare the lengths of the giant dinosaurs.	38 MA.6,30,38	38 MA.12,31, 239	38 The teacher will provide three large plastic dinosaurs and styrofoam packing materials. The children will see how many styrofoam pieces it takes to equal the length of each model. The children will draw their own three-column chart on cardboard, write the names of the three dinosaurs at the top of the columns, and record their measurements. Next, the children will measure the dinosaur models using paper-	38 Plastic dinosaurs Styrofoam squiggles Paperclips Number rods Poster board Markers	38 (O) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
39 Felt Board Classification	39 The children will classify dinosaurs as plant-eaters or meat-eaters.	39 MA.28,38	39 OC.25,29,33 R.2	clips. They will count the number used for each dinosaur and record that information. The third measurement device used will be number rods. The children will count the number of units long each dinosaur measures and record that information on their chart. 39 The teacher will provide the children with a flannel board and cut-outs of the dinosaurs studied. The children will be asked to sort the dinosaurs into two groups... plant eaters or meat eaters.	39 Flannel board Flannel dinosaurs	39 (O) (IT) (C)
40 Sponge Printing	40 The children will make a picture using the printing technique.	40 MA.215 R.115	40 A.37,41,43 LA.2	40 The teacher will provide the children with sponges cut into a variety of shapes, including dinosaur shapes and geometric shapes. The children will be asked to make a picture using the sponges and thick tempera or liquid acrylic paint. The children will write a story about their pictures.	40 Const. paper Sponge shapes Thick tempera or acrylic paint	40 (PA) (C)
41 D-I-N-O-S-A-U-R Dig	41 The children will sort objects that begin with the letters in dinosaur.	41 R.21	41 R.14,24,26, 45 OC.46 LA.19,48, 50,52	41 The teacher will bury several items or laminated pictures of things beginning with the letters in the word dinosaur in the sand tray or a plastic tub with sand or beans. The children will be asked to dig up the objects and sort them by beginning letters onto styrofoam meat trays marked with the letters D-I-N-O-S-A-U-R.	41 Sand table or plastic tub Articles begin- ing with the letters in dinosaur Styrofoam meat trays Marker	41 (O) (IT) (FT) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
42 Dinosaur Tales	42 The children will write about dinosaurs.		42 R.1,3,4,9, 14,24,45 OC.2,3 LA.9,33,48, 50,52, 340,341	42 The teacher will provide large cardboard dinosaur stencils for children to trace around. Each child will select a dinosaur and trace around the stencil and cut out the dinosaur to create a dinosaur-shaped piece of writing paper. The children will then draw/write stories about dinosaurs.	42 Dinosaur stencils Drawing paper Markers Scissors Pencils	42 (PF) (ECS)
43 Heavy Weights	43 The children will use balance scales to weight plastic dinosaurs.	43 MA.28,38	43 S.42 R.1,2 MA.239 SS.61	43 The teacher will provide dinosaurs of various sizes for children to weigh on balance scales. The children will determine which dinosaurs are the heaviest and which dinosaurs are the lightest. Each child will record one observation on a strip of oak tag. These will be glued to a piece of poster board or posted on a bulletin board for display in or near the Math Center.	43 Plastic dinosaurs Balance scales Oak tag strips Poster board Glue	43 (ECS) (C)
44 Swamp Land	44 The children will draw dinosaurs and role-play dinosaur life in the swamp.		44 OC.2,4,30 A.41 S.19 H/PE.6	44 The teacher will mix shaving cream and brown tempera on a tabletop. The children will draw with their hands the three giant dinosaurs that lived in the swamp. They will use small plastic dinosaurs to role-play dinosaur days in the swamp.	44 Shaving cream Brown tempera Plastic dinosaurs Pictures of dinosaurs for reference	44 (O)
45 Summary Chart	45 The children will review the information learned about dinosaurs and practice matching words and sentences.	45 R.21 S.1	45 R.1,3,4,9, 43 OC.3,13,29 LA.340,341	45 The teacher will ask the children to dictate information for a chart titled "What We Have Learned About Dinosaurs." After the chart is completed, the teacher will make sentence strips for the children to match to the information on the chart. Sight words, particularly the names of dinosaurs, will also be used.	45 Chart paper Markers Sentence strips	45 (ECS) (IT) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
46 Favorite Dinosaur Graph	46 The children will vote for a favorite dinosaur.	46 R.115	46 MA.239 OC.3,13,29, 33,41 A.1 SS.61 R.110	46 The teacher will ask each child to draw a picture of his/her favorite dinosaur on an oak tag rectangle about 5" x 7". The teacher will provide a graph grid with columns 8" wide headed with the names of the dinosaurs selected as favorites. The children will tell the name of their favorite dinosaur and stick their card on the graph. The graph data will be summarized after every child has voted.	46 Oak tag rectangles Butcher paper Markers	46 (ECS) (O) (C)
47 Tape Talk	47 The children will form an hypothesis concerning the extinction of dinosaurs.	47 S.4	47 R.72 S.24	47 The teacher will ask the children to think about whatever happened to the dinosaurs and to record their guesses or "hypotheses" on a tape recorder.	47 Tape recorder Blank tape	47 (L) (C)
48 Bi-ped or Quadru-ped?	48 The children will classify dinosaurs according to the number of legs used in walking.	48 MA.28 S.4	48 LA.30 R.2,40,110	48 The teacher will have the children use their personal blocks to record information found in research. On the edge of the chalktray or table, the teacher will tape up two signs: one saying "bi-ped" and showing a drawing of two feet; the other saying "quadru-ped" and showing a drawing of four feet. The teacher will explain the meanings of the words, comparing them to the prefix "tri-" previously introduced. Each child will look through books and pictures, copy the name of a dinosaur (or draw his picture and dictate the name) onto the photo-side of his/her personal block, and place the block with the photo-side showing in the appropriate column. The blocks will be stacked in two columns when the project is complete. The children will count the blocks, and a summary chart will be dictated.	48 Personal blocks Research materials Wipe-off transparency markers Graph labels Chart paper Markers	48 (ECS) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
49 Dinosaur Positions	49 The children will use objects to indicate meaning of prepositional phrases.	49 R.28 MA.216	49 OC.25,33 MA.218 LA.13,14,15	49 The teacher will give each child a dinosaur. As the teacher gives verbal directions, the children will place their dinosaurs "on the table," "under the chair," "on top of your head," "below the table," and "beside the chair," etc.	49 Plastic dinosaurs	49 (O) (IT) (C)
50 Dinosaur Wisdom	50 Each child will share something learned during the unit with other members of the class.	50 R.30	50 OC.3,4,5, 12,13,14, 15,16,36, 41,44,47, 49,50,51 H/PE.4	50 The teacher will ask each child to choose a favorite drawing or construction, an activity, or a song about dinosaurs to share with the entire class.	50 Chosen item	50 (O) (L) (C)
51 What's "Extinct"	51 The children will consider what might have happened to make dinosaurs extinct.	51.a S.1	51.a LA.19,299 S.24 OC.3,4 R.4,68	51.a The teacher will read the book <u>Whatever Happened to the Dinosaurs?</u> to the children, and ask them what they think really happened to make the dinosaurs extinct. (The word "extinct" will be explained by the teacher.) The teacher will record the children's speculation on an experience chart.	51.a Book, <u>Whatever Happened to the Dinosaurs?</u> by Most Chart paper Markers	51.a (IT) (ECS) (C)
		51.b R.21	51.b OC.29,30,33 S.24,67	51.b The teacher will explain to the children that we really don't know exactly what happened to the dinosaurs. Paleontologists think that the land on the Earth began to move, and the warm, shallow seas and marsh-land began to dry up and disappear. As the land got drier, the plants also got tougher. Some dinosaurs may have died because the water where they lived was gone. Some may have died because their teeth and stomachs	51.b Pictures from dinosaur books that show examples of the environment	51.b (O)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
52 Early Mammals	52 The children will learn about the prehistoric animals.	51.c MA.28,38	51.c MA.29	were not strong enough to let them eat these tough plants. When the plant eaters died, the meat-eaters couldn't get enough to eat, and they died, too. 51.c The teacher will explain that as the dinosaurs disappeared, two groups of animals began to appear: birds and mammals. The teacher will show the children a picture of Archaeopteryx, which looks like a reptile and bird combined.	51.c Pictures and books about dinosaurs Picture of Archaeopteryx	51.c (O) (C)
			51.d R.14,24,45, 68 OC.1,46 LA.33,48, 50,52	51.d The teacher will have individual children write, using invented spelling, about the end of the dinosaur age.	51.d Paper Markers	51.d (PF)
		52 FL.3 MA.38 R.21	52 R.68 S.67 OC.30,33	52 The teacher will show pictures of selected prehistoric mammals such as Eohippus, Megatherium, the Sabre-toothed tiger, Coelodonta and Mammuthus. The children will try to decide what animals we have on Earth today that are relatives of these prehistoric creatures. The teacher will tell the children that the woolly rhinoceros (Coelodonta) and the woolly mammoth (Mammuthus) lived during the Ice Age, when the Earth was extremely cold. After the Ice Age disappeared, man appeared, and those two mammals disappeared.	52 Pictures of prehistoric mammals	52 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Non-living Things, Living Things, Climate</u>						
53 To Be Alive	53 The children will discuss the characteristics and needs of living and non-living things.	53.a S.1 R.21	53.a R.3,4 OC.3,4,11, 12,13	53.a The teacher will ask the children to think about how living things and non-living things are different. First the children will tell what they think it means to be "alive." These ideas will be recorded on an experience chart. Next, the children will express their ideas of what it means to be "not alive." This, too, will be recorded on the chart. Finally, the teacher will ask the children to name things they can think of that are "living" and things that are "not living." These responses will be written down also.	53.a Chart paper Markers	53.a (BCS) (FT) (C)
		53.b MA.38 S.1	53.b H/PE.8 OC.3,11 S.24	53.b The teacher will explain to the children that living things have special needs. They need shelter, food, and protection from the weather. The teacher will ask the children to think about something that is not living (such as a rock). Does it need the same things as something that is living? Why?	53.b Variety of non-living and living things	53.b (IT) (C)
54 Houses and Homes	54A The children will participate in a discussion of factors that determine shelter.	54A FL.3 R.21,22	54A S.29,34 H/PE.4,6,8	54A The teacher will explain to the children that every living thing has some kind of house or home. Through questions, the teacher will have the children consider the factors that influence the kinds of homes people and animals live in...climate, weather, family size, characteristics and habits, etc. The teacher will divide the children into pairs. Each pair will decide on an animal whose home they want to find out more about. The teacher will list the children's choices on a chart.	54A Chart paper Markers	54A (O) (BCS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	54B The children will use research materials to find out about the homes of living things.	54B LA.252 S.2	54B H/PE.14,60 R.19 OC.25,29, 33,46 S.19	54B The teacher will make available to the children a variety of kinds of materials about animals and their homes...books, film-strips, magazines, etc. A trip to the library will be planned by school bus. Safety rules will be reviewed before the trip. Small groups of children can use encyclopedias and other materials available there.	54B Research materials School bus Library	54B (L) (C)
	54C The children will match pictures of animals and their homes.	54C MA.30	54C R.1,2 S.19	54C The teacher will provide a computer game in which children match animals with their homes. If a computer is unavailable, the teacher will provide an electric board and cards for matching animals with their homes.	54C Computer or electric board Computer program or matching cards	54C (O) (C)
	54D Working in pairs, the children will create animal homes.	54D R.115	54D A.5,43 H/PE.4,6 OC.42,43, 46,47,48, 51	54D The teacher will have children work in pairs to build models of animal homes. A variety of materials could be used for this, and the decision on how the home could be created should be left, as much as possible, up to the children.	54D A variety of construction materials	54D (PA) (C)
	55 Hot Spots	55 R.21	55 S.64,65,67 OC.29,30 SS.61	55 The teacher will demonstrate the different climatic areas of the Earth. Using a globe and a high intensity lamp, the teacher will shine the lamp directly on the equator, setting the Earth to spinning. The teacher will tell the children that the lamp is like the Earth's sun, which is a flaming ball of gases. She/he will let the children use their hands to feel where the lamp feels warmest. The area directly in front of the	55 Globe High intensity lamp	55 (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
56 Weather Instruments	56 The children will become familiar with instruments used in studying weather.	56 MA.135	56 S.47,63,64, 65,67 R.72 MA.3 SS.61	lamp is warmest, and the area to either side is cool. When the sun shines on Earth, there are places near the Equator, or middle, that get very hot, and other places that are very cold, because they get very little sun. As the Earth also turns, the weather changes during the year, giving us the four seasons. 56 The teacher will show children an outdoor thermometer, a rain gauge, and a wind sock. These instruments may be teacher-made or commercially obtained. The teacher will show each instrument individually and ask the children to guess what it might be for. The teacher will explain the uses of the instruments, show the children how to read them, and ask them to help decide where they should be placed outside. The children will be divided into three groups, and one group at a time will go with an adult to place the instruments. These instruments will be used in the daily recording of the weather. (See P8)	56 Thermometer Wind Sock Rain gauge	56 (ECS) (ET) (C)
57 Other Cultures	57 The children will listen to a story and discuss the main ideas.	57.a FL.1,2,3	57.a R.68,76 SS.29,32, 33,36,61 OC.3,11,13, 29,30,33, 48	57.a The teacher will read the book <u>Bringing the Rain to Kapiti Plain</u> by Verna Aardema. At the conclusion of the story, the teacher will ask the children to explain what happened when the rains stopped. The teacher will show the children on the globe where Kenya, the country where the story is set, is located. If possible, she/he will play a recording of a song in African dialect, so that the children can understand	57.b Book, <u>Bringing the Rain to Kapiti Plain</u> , by Aardema Globe	57.a (IT) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
				that the African people are different than the people they see every day, and that they have a different language. The teacher will ask the children to tell the meaning of the word "drought." The children will discuss why they think the rains stopped and why they started again. The teacher will tell the children that Ki-Pat is a Nandi, a member of a group of people in Africa. In their culture, they believe that an eagle feather shot into a cloud can make it rain. What do the children think?		
			57.b LA.33,48, 49,50,52, 101 A.4,41 OC.46 R.13,14,24, 45	57.b The teacher will read the story to the children again, and ask them this time to listen for words that rhyme. The teacher will ask the children to make a picture of their favorite part of the story using cut paper, and write about their picture using rhyming words. (Some children will require teacher assistance for the rhyming words.)	57.b Const. paper Glue Markers Scissors	57.b (L) (PA)
58 Rainy Weather	58 The children will observe what happens when steam is cooled.		58 S.44,47,67 H/PE.15 R.3,4,9,68, 72 LA.340,341 OC.3,7	58 The teacher will demonstrate what happens when cool air and warm, moist air meet. Together, a small group of children and the teacher will boil water in a saucepan. (Safe use of tools around heat will be emphasized throughout.) Another metal pan will be filled with ice cubes. When the water is boiling rapidly, so that steam is rising, the teacher will hold the pan of ice over the steam. The moisture will condense on the cold pan and water droplets will form. The teacher will ask the children to describe what happened. The children will	58 Saucepan Water Metal pan Ice Potholder Chart paper Markers	58 (IT) (BCS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
59 Blue Sky	59A The children will brainstorm a list of things they might find in the sky. 59B The children will illustrate their suggestions.	59A R.38 59B R.115	59A R.1,2,62,72 LA.258,299 59B A.1,37,41, 43	also tell, on the basis of their observation, how they think rain must be made. An experience chart summary of the demonstration will be completed. 59A The teacher will tell the children that the man, Ki-Pat, in the story they heard, wanted more than anything to see a cloud in the sky, so that rain would come to Kapiti Plain. The teacher will ask the children to think of other things they might see in the sky. The teacher will record the children's names and their responses. 59B The teacher will ask the children to create something they might see in the sky to add to the Sky, Land, and Water bulletin board.	59A Chart paper Markers 59B Const. paper Junk materials Scissors Glue Tape Staples/stapler	59A (ECS) (C) 59B (PA) (C)
60 Wishes	60 The children will share their wishes.	60 R.22,23,115	60 OC.3,4,41 R.4,76 A.1,41 LA.2	60 The teacher will read the poem, "Star Light, Star Bright," and ask the children what they would wish if they had one wish. Each child's wish will be recorded on a piece of drawing paper. The wishes will be illustrated with water color, and bound together into a "Wish Book." The author's name will be put on the right-hand corner of each page. The wishes will be displayed and later added to the portfolio.	60 Poem, "Star Light, Star Bright" Drawing paper Water colors Brushes Markers Poster board Metal rings	60 (O) (PF) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Things in the Sky (Living Things, Airplanes, Space Travel)</u>						
61 Living Things That Fly	61A The children will discuss life in the air.	61A S.1 R.28	61A R.1,2,3,4	61A The teacher will ask the children what living things they can name that fly in the sky. This list will be recorded as an experience chart. The teacher will ask the children to think about how these creatures fly. Do they stay in the air all of the time? What do their homes look like? What are they called?	61A Chart paper Markers	61A (IT) (BCS) (FT) (C)
	61B The children will imagine that they could fly.	61B R.115	61B R.4,72,76 A.1,41 OC.3,4	61B The teacher will ask the children to think about what it would be like if they could fly. Would they have wings? Where would they go? What would they see? The teacher will ask the children to make a picture in a small box to explain their answers.	61B Small boxes Clay Cotton Paint Const. paper Scissors Glue Paint brushes	61B (PA) (C)
62 Paper Airplanes	62 The children will make and fly paper airplanes.	62 LA.306 R.28 MA.38	62 S.64 OC.25,49, 50,51 R.19	62 The teacher will show the children how to fold a paper airplane, and will have each child demonstrate the sequence of steps. The children will fly their planes outside and see if they can make it land in a specific area marked off by the teacher. The teacher will have the children measure, using steps, to see whose planes went the furthest.	62 Paper	62 (O) (C)
63 Moon Travel	63 The children will build an imaginary space vehicle.	63 R.115	63 R.4 OC.3 LA.8 H/PE.4,6	63 The teacher will read the book <u>Regards to the Man in the Moon</u> by Ezra Jack Keats to the children. In the book, Louie created a space vehicle named "Imagination I." The teacher will ask the children to build "Imagination II" in the Block Center.	63 Blocks Book <u>Regards to the Man in the Moon</u> , Keats	63 (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
64 Astronauts	64A The children will learn about astronauts.	64A R.21 LA.252	64A OC.3,11,33	64A The teacher will read a book about space travel such as <u>If You Were An Astronaut</u> by Dinah Moche. The teacher will discuss with the children the clothing worn by astronauts.	64A Book <u>If You Were An Astronaut</u> , by Moche	64A (L) (C)
	64B The children will participate in astronaut movement.	64B R.115 MA.215	64B LA.3 A.5,41,43 MU.3 H/PE.191, 193,197, 198,199, 200	64B The teacher will give each child four lunch bags and a brown grocery bag. The children will cut a square in the front of the grocery bag to make an opening for a helmet. The opening edge of the bag will be trimmed so that the helmet fits. The lunch bags will be put over the feet and hands and held on with large rubber bands. The teacher will put on some electronic "space-sounding" music, and the children will pretend they are moving in 0 gravity.	64B Grocery bags Lunch bags Large rubber bands Space music Scissors	64B (O) (C)
	64C The children will experience "eating in space."		64C SS.32,36,37 OC.11,13 R.4	64C The teacher will explain that because there is no gravity in space, it is difficult to swallow. To see what this feels like, the children can stand on their heads (with teacher assistance) and try to eat freeze-dried ice cream.	64C Freeze-dried ice cream (or other freeze-dried food)	64C (O)
65 ET Phones Home	65 The children will tell their phone numbers on request and write their numbers on a piece of paper.	65 SS.9 MA.2	65 MA.3,12,216 R.43,76 OC.6	65 The teacher will ask the children if they know the story of ET, a visitor from another planet. When ET came to Earth, he wanted to phone home. The teacher will provide a large poster and ask a child for his/her phone number so ET can call. Before terminating the call, ET will ask the child to write down his/her number so he can take it with him to outer space.	65 ET face on poster Play telephone Paper Markers	65 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
66 Peg Art	66 The children will create with pegs things found in the sky.	66 R.115	66 A.37,41	66 The teacher will give each child a number of pegs and a pegboard. The child will create something that might be found in the sky.	66 Peg boards Pegs	66 (PA) (C)
67 Measurement	67 The children will measure pictures or models of things that are found in the sky.	67 MA.6,30,38	67 LA.33,48, 50,52 R.14,24,45, MA.3,12,31	67 The teacher will provide pictures or models of things found in the sky: a bird picture, a cloud picture, a bat picture, a toy airplane, a toy rocket ship, a picture of the sun, etc. Using unit cubes, the children will measure the things provided. They will then count the number of unit cubes used and write a sentence about their work: "I used 6 cubes to measure the airplane." The children's answers will be compared at the end of the work session and discrepancies resolved.	67 Models or pictures Unit cubes Paper Pencils	67 (PA) (C)
68 Pathways to the Moon	68 The children will find alternative routes between points.	68 R.20,23,28	68 OC.25,29,33	68 The teacher will have the children make pathways on a geo-board with rubberbands to get them from a point marked with a ring or unit cubes to a different point marked with a different colored cube. The cube on the left will represent the Earth, and the cube on the right will be the Moon.	68 Geo-boards Rubberbands Unit cubes or rings	68 (O) (IT) (C)
69 Sun Catchers	69 The children will observe the effect of sunlight coming through a translucent object.	69 R.21,115	69 A.1 S.47,65 LA.288	69 The teacher will give each child a clear cup made of hard plastic. The children will be asked to draw sun designs with transparency markers on the cup. It will then be put into a toaster oven and melted. While the plastic is warm, the children will put a hole in each disc for hanging. The "sun catchers" will be hung in the window. The teacher will have the children notice the	69 Clear plastic cups Permanent transparency markers Toaster oven Yarn Scissors Hole puncher	69 (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
70 Balloon Rocket	70 The children will observe the effect of air thrust, as the air propels the rocket.	70 R.21 MA.36,38	70 R.68,72 S.64	light coming through the material and will introduce the terms "transparent" and "translucent." 70 The teacher will have a child blow up a long balloon and hold the end. A long string will be cut, and one end will be threaded through a straw. A child will hold each end of the string securely to make it taut. The straw should travel freely down the string if it is given a push. Two pieces of masking tape will be used to secure the balloon end opposite the opening to the straw. The open end of the balloon will be given to the string-holder facing it. This child will hold the balloon closed while the children count down: 10..9..8.. etc. Blast off will occur when the child releases the end of the balloon. The air will shoot the balloon rocket to the other end of the string. This can become an experiment if a variety of balloons of different sizes and shapes are tried.	70 Balloons Smooth strings Straws Masking tape	70 (O) (C)
71 Gravity Experiment	71 The children will observe the effects of gravity on a variety of objects.	71 M.38 R.21	71 OC.3,7,11 H/PE.6 S.64 R.68	71 The teacher will give the children a variety of objects and ask them to observe what happens when each is dropped from a height. Which falls (or is pulled by gravity) to the ground most directly? Which objects take longer to fall? The children should record their observations in journals or on an experience chart.	71 Objects: balls feathers blocks paper, etc. Chart or journals Markers	71 (IT) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
72 Pinhole Constellations	72 The children will reproduce a constellation pattern.	72 MA.34 R.28	72 OC.11,25	72 The teacher will give each child a piece of black construction paper. The children will look at a constellation pattern and reproduce it by using a toothpick to punch a pattern of holes in the paper so light will come through like tiny stars.	72 Black const. paper Toothpicks Constellation patterns	72 (O) (C)
<u>Emphasis: Sky (Wind)</u>						
73 Pinwheels	73 The children will observe the effect of wind on pinwheels.	73 MA.215 R.20,115 LA.306 S.34	73 R.19 S.67 OC.25 LA.1,3	73 The teacher will show each child how to fold a piece of lightweight paper to cut a square. Once the squares are cut, the children will use markers to create a colorful design on both sides of the square. The teacher will then show how to cut from each corner almost to the center and fold down one corner of each triangular cut. A very short push pin will be inserted through the center and into a stick or dowel rod. The children will blow or use another means of moving air to make the pinwheels turn. The teacher will have children notice what happens to the colors as the pinwheel spins.	73 Typing paper Markers Dowels or sticks Scissors	73 (O) (PA) (C)
74 Flying Saucer Cookies	74 The children will bake oatmeal cookies, paying particular attention to hygienic handling of food.		74 S.32,37 H/PE.4,6,9, 10,11,15 R.19 OC.25	74 The teacher will work with a small group of children to make cookies. Before beginning, the cooking rules and the importance of cleanliness will be emphasized. The recipe includes: 1 c. butter 2 tsp. cinnamon 1 c. sugar 1 tsp. baking soda 1/2 c. brown sugar 1 tsp. salt 1 c. applesauce 2 eggs 2 1/2 c. all-purpose flour 2 c. quick-cooking oats 2 c. small gumdrops, halved.	74 Ingredients Oven Cookie sheets Bowls Spoons Paper towels Pot holders Timer Measuring cups and spoons	74 (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
75 Wind Chimes	75 The children will create wind chimes from junk materials.	75 R.11,12	75 OC.25 R.19	In a large bowl, the children will beat the butter until softened and then add sugar and brown sugar. Next, the egg will be added, beating well. In a medium bowl, the flour, cinnamon, baking soda, and salt will be stirred together. Gradually, the butter mixture will be added to this. Finally, the applesauce will be beaten in, and the gumdrops and oats stirred in gently. The mixture will be dropped by tablespoons onto greased cookie sheets and baked at 350 degrees. Time the baking for 15 minutes. 75 The teacher will ask the children to bring in any kind of metal and wood scraps (without sharp edges) that they can find... bottle tops, old spoons, large bolts, etc. The children will hang these noise-makers from a stick with a string, practicing tying the ends of the string independently. The creation will be hung outside on the playground so the children can hear its tune in the wind.	75 Scrap metal and wood String Sticks Tape	75 (L) (O) (C)
76 Wind Sounds	76 The children will record sounds made by the wind.	76.a R.11,12	76.a R.19 OC.25,27,44	76.a On a windy day the teacher will take the children outside with a tape recorder. The teacher will ask the children to be very quiet and listen for sounds that the wind makes. When a child hears a sound, the group will move toward it and try to capture it on tape.	76.a Tape recorder Blank tape	76.a (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		76.b R.11,115	76.b A.1,37,41 R.19 OC.25,47	76.b Back inside the room, the children will listen to the tape and draw a picture of each thing they heard making a sound. The children can use the tape and pictures to make their own matching game.	76.b Tape of wind sounds Tape recorder Poster board cards Markers	76.b (PA) (L)
<u>Emphasis: Land</u>						
77 Natural Designs	77 The children will collect flowers and leaves to press and use in a design.	77 S.34 R.21	77 R.68,72 A.4,41 S.65 LA.288	77 The teacher will take children on a walk to collect small flowers and leaves. The children will also be asked to bring such natural items from home. These flowers and leaves will be put between two pieces of waxed paper and pressed between the leaves of a heavy book for a day or two. They will then be removed from the paper very carefully, and the teacher will have the children make a design on their own piece of waxed paper. A second piece of waxed paper will be placed on top and the creation lightly sealed with a warm iron. After the edges of the paper are trimmed (pinking shears work well), this natural art can be taped to the window for a colorful effect. The teacher will talk about the "translucent" and "opaque" parts of the pictures.	77 Small flowers and leaves Waxed paper Iron Scissors Pinking shears Heavy book	77 (PA) (C)
78 Pattern Pictures	78 The children will sort and arrange a variety of materials to create pattern pictures.	78 R.21 MA.28 S.1	78 A.4,37,41, 43 LA.4 R.2	78 The teacher will provide buttons, pasta, and other assorted small materials. The children will sort the materials into like piles, and then select and arrange them in patterns to make a picture of something they might find on the land. They will describe the pictures as being of something "living" or "non-living" when they share them with the other children.	78 Const. paper Assorted materials Glue	78 (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
79 Life on the Land	79 The children will listen to a story and discuss things that live on the land.	79 S.4 R.30 MA.38	79 R.4,73 OC.2 LA.316	79 The teacher will read the book <u>Life on the Land</u> by Rius and Parramon to the children. After the book has been read, the teacher will ask the children to help her make a web of all the things that live on the land. The main branches of the web suggested in the book include: people, trees, plants, animals, birds, and insects.	79 The book <u>Life on the Land</u> , by Rius and Parramon Chart paper Markers	79 (IT) (FT) (C)
80 Creations	80 The children will create things that live on the land.	80 R.115 LA.306 S.1,4	80 A.1,37,41	80 After the teacher has read several books about creatures of the land, the children will be asked to create things that live on the land to be added to the Sky, Land, and Water bulletin board. (See P9)	80 See P9.	80 (PA) (C)
81 Animal Classification	81 The children will classify animals as pet, farm and wild (or zoo) animals.	81 S.2 MA.2,6,13, 28	81 MA.3,12,29, 31 R.1,2 A.4 LA.3,4,250, 253	81 The teacher will have the children look through magazines and cut out all of the animals they can find that live on the land. Three large circles of paper will be provided. The children will decide whether each animal belongs in the set of pet animals, farm animals, or wild animals which they might see in a zoo. The children will glue each animal to the appropriate collage. The children will count the animals in each set and decide what numerals should be used as labels for the collages.	81 Magazines Circular paper for collages Glue	81 (L) (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
82 Things Underground	82A The children will look under the earth to see what they can find.	82A R.21	82A OC.25 R.1,2,3,19 H/PE.6,15, 16	82A The teacher will divide the children into groups of four. Each group will be given a piece of yarn tied into a loop about 1 yard in diameter. The children will be taken to a location where the earth is soft and digging won't be harmful to the landscape or plants. The groups will be told to make a large circle with their string and to dig inside to see what they can find. Anything interesting is to be put into a plastic bag and brought back to the classroom. The teacher will caution the children to be careful in picking up things they don't recognize and to call for adult assistance.	82A Yarn Spoons Plastic bags	82A (O) (C)
	82B The children will create models of things that grow under the ground.	82B R.21 MA.28,38 S.1	82B S.1,78 R.1,2,4 MA.29 A.5,43	82B Back in the classroom, the teacher will have the children look at the materials using a handlens. A microscope will also be available for closer viewing of minute insects, etc. The teacher will have the children list things that live or grow under the earth and non-living things they might find there. They will then be given materials and the directions to make something that you might find under the earth to put on the Sky, Land, and Water bulletin board. (See P9)	82B Handlens Microscope Chart paper Markers Junk materials Const. paper Glue Pins and tacks Reference books and materials	82B (PA) (C)
83 One Potato, Two Potato	83 The children will play the counting game, "One Potato, Two Potato."		83 H/PE.4 MA.31	83 At the end of large group time, the teacher will have the children play "One Potato, Two Potato" to determine who chooses centers first.	83 None	83 (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	83B The children will indicate an understanding of numerals 1 to 10 and will place them in sequence.	83B MA.2,6,13	83B MA.12,35	83B The teacher will provide 10 potato shapes with the numerals 1 to 10. The shapes will be covered with clear contact paper so they can be used over and over. The children will put the appropriate number of eyes on each potato to match the numeral. They will then arrange the numbers in sequence from 1 to 10.	83B Potato shapes Wipe-off transparency marker	83B (O) (FT) (C)
84 Animal Patterning	84 The children will complete and create patterns using plastic models of land animals.	84 MA.34 R.21,23,28	84 MA.35 R.29	84 The teacher will give the children a wide assortment of small plastic animals. The teacher will begin a pattern such as: goat, goat, hippopotamus; goat, goat, hippopotamus. The children will extend this pattern. After several extension experiences, the children will create their own patterns.	84 Small plastic animals	84 (O) (C)
85 Food Graph	85 The children will taste foods that grow underground and select a favorite.	85 MA.28,38	85 S.16,32 H/PE.9,10, 11 MA.239 R.1,2,110 SS.61	85 The teacher will provide a variety of foods that grow under the ground for the children to taste: raw potato, carrot, rutabaga, peanuts, raw beets, onion, etc. The children will taste the foods provided and will write their name on the graph column labeled with a picture and the word identifying their favorite. The teacher will ask the children to explain the data on the graph at the end of the session.	85 Paper with graph columns Markers Underground foods	85 (L) (C)
86 Soil Study	86 The children will study various types of soil under a large magnifying glass.	86 R.21	86 R.4 OC.3,11 LA.288 S.78	86 The teacher will ask several children to bring in dirt from their yards. A small quantity of each will be placed in a small paper plate. The large magnifying stool will be used by the children in looking at the various soil samples. The teacher will ask the children to tell about the differences they saw in the soil samples, and will record their observations on a chart.	86 Soil samples Magnifying stool Chart paper Markers	86 (IT) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Transportation</u>						
87 Transportation History	87 The children will discuss changes in transportation on our Earth.	87 S.2,4	87 H/PE.4 SS.24,25 R.1,3,4,10 LA.250,340 OC.3	87 The teacher will read the story of <u>The Miller and the Donkey</u> by Brian Wildsmith (or another version). The teacher will ask if any of the children have a burro, pony or horse and if they ride them. The teacher will tell the children that long ago the only way to get from one place to another by land was to walk or to ride on an animal's back. The children will list all the animals they can think of that have been used to carry people. The teacher will write responses on an experience chart. Some children can make animals and their riders for the Sky, Land, and Water bulletin board.	87 Book, <u>The Miller and the Donkey</u> by Wildsmith.	87 (L) (ECS)
88 Land Transportation	88A The children will name transportation vehicles that go on the land.	88A LA.252 SS.14	88A OC.11,33 SS.24 R.4 LA.299	88A The teacher will ask the children what the word "transportation" means, and will reinforce the idea that to transport is to carry, and transportation vehicles carry people and things from one place to another. The teacher will ask the children to name all the transportation vehicles they can think of, and she/he will write the children's contributions on an experience chart.	88A Chart paper Markers	88A (IT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
	88B The children will draw a picture of a land transportation vehicle they would like to learn to drive.	88B R.21,115 LA.3,252 MA.28	88B A.1,41 R.2,43 LA.19,253	88B The teacher will ask each child to think of a transportation vehicle she/he would like to learn to drive and to make a picture of it. These pictures will be used for sorting and classifying. The teacher will make word cards identifying the various selections to be used by the children as a matching game. The vehicle will be matched with the name of a community helper.	88B 1/2 sheets of const. paper for drawings Tag board Markers	88B (O) (C)
89 Vehicle Painting	89 The children will paint vehicle around negative space.	89 MA.215 R.115	89 R.1,3 A.37,41,43 LA.2,340	89 The teacher will provide each child with a piece of easel paper with a geometric shape cut into it. The children will be asked to paint a transportation picture at the easel, using the shape as a part of the picture. When all paintings are complete, the teacher will ask the children to share their pictures, telling what shape they had in their paper and what they created from it.	89 Easel paper with cut-outs Paint Brushes	89 (PA) (L) (C)
90 Geometric Vehicles	90 The children will use geometric shapes to make pictures of themselves in a vehicle.	90.a R.21,28,115 MA.38 90.b R.20 MA.28,36,38,215 S.34	90.a A.41 OC.50,52 SS.24 90.b MA.31 S.38	90.a The teacher will provide a wide assortment of brightly colored geometric shapes in a variety of sizes. The teacher will ask the children to see how many ways they can arrange the shapes to make one transportation vehicle that goes on land, one that goes in the sky, and one that goes in the water. 90.b As the children work, the teacher will ask them to count various shapes, to notice ordered arrangements of shapes, and to describe the colors of shapes.	90 Assorted const. paper shapes Glue Markers Scissors Hole puncher Yarn	90 (L) (IT) (C) (PA) (O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
91 Underground Travel	91A The children will study animals that travel underground.	90.c R.115	90.c A.1,4 LA.4 R.19 OC.25	90.c When children have had ample opportunity to experiment, they will be asked to make the vehicle they would most like to travel in and to glue it to a large piece of construction paper. The children will also be asked to put themselves somewhere in their picture.	91A Book 'Tunnels', Gibbons Paper Junk materials Scissors Staples/stapler	91A (O) (FT) (C)
			90.d R.14,24,45 LA.33,48, 50,52	90.d As the children complete their work, the teacher will have them write, using invented spelling, about their picture.		
		90.e MA.28	90.e R.2	90.e The pictures will be hung according to Sky, Land, and Water classifications by punching two holes at the top and bottom of each and tying them together with yarn so they make a long wall hanging.		
		91A S.4	91A OC.33 R.1,2 LA.250	91A The teacher will read the book <u>Tunnels</u> by Gail Gibbons. The teacher will ask children to name some animals that travel around underground. The teacher will suggest that some of the children make underground animals and their tunnels for the Sky, Land, and Water bulletin board.		
	91B The children will talk about tunnels and construct tunnels in the block center.	91B R.115 MA.216	91B MA.218 LA.8 OC.25 R.19 H/PE.4	91B The teacher will talk about tunnels that man has built to go through mountains quickly. The children will be instructed to build a tunnel construction in the big block center and to make a tunnel for the smaller vehicles out of table blocks.	91B Big blocks Table blocks	91B (O) (FT) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
92 Sand Sculpture Chart	92 The children will sculpt vehicles with hardening sand dough and classify the vehicles as having 2 wheels, more than 2 wheels, or no wheels.	92 R.21 MA.28,38	92 OC.25 A.5,41 R.2,19,110 MA.239 SS.61	92 The teacher will have the children mold vehicles of the land, sky, and water out of a dough made from the following recipe: 2 c. sand 1 c. cornstarch 1 c. water Mix and heat well until it thickens. Cool and it is ready to shape. The vehicles will be placed in the appropriate division of a chart labeled 2 Wheels - More Than 2 Wheels - No Wheels. They will be left on the chart until they have air dried.	92 Sand Cornstarch Water Sauce pan Spoon Hot plate Hot pad Poster board Markers	92 (O) (PA) (C)
93 Houses and Homes	93 The children will make different kinds of houses for the bulletin board.	93 R.21 MA.38 FL.3	93 OC.11,33 R.1,2,3,4 LA.288,299 SS.29,36	93 The teacher will show the children a variety of pictures of homes from around the world...igloos, grass huts, log houses, brick houses, adobe houses, a tree house, etc. The teacher will ask the children the question: "What do people build houses out of on our planet's land?" The teacher will record responses. The next question will be: "Why do you think people choose certain materials for their homes? Why wouldn't I want to make my home an Igloo?" The children will have many ideas, and the teacher will reinforce the idea that where we live and what materials are there determine to a certain extent what we use for our homes. The teacher will talk with the children about the kinds of homes they live in...houses, apartment buildings, and house trailers. The children will make pictures of their houses to add to the Sky, Land, and Water bulletin board.	93 Const. paper Junk materials Glue Pictures of houses	93 (L) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Water</u>						
94 Water Introduction	94A The children will participate in a discussion, "What Do We Know About Water?"	94A R.11	94A OC.3,29,33 R.3,4 LA.340	94A After listening to the sounds of rain on a tape recorder, the teacher will ask the children to tell as much as they know about water...what it's for...what we do with it...where it comes from...etc. The children's responses will be written on an experience chart.	94A Tape of rain sounds Tape recorder Chart paper Markers	94A (ECS) (C)
	94B The children will create a book about water.	94B R.115	94B R.43 A.1,41	94B The words from the experience chart will be put onto individual pages by the teacher, and the children will illustrate a group book: "All About Water." The pages will be bound into a book to place in the library.	94B Poster board Drawing paper Tape Staples/stapler Scissors	94B (PA) (C)
95 Water Play	95 The children will experience the properties of water through investigative play.	95 S.33	95 S.44 R.3,4,9 LA.340,341 OC.3	95 The teacher will provide a variety of plastic pipes and fittings, rubber tubes, watering cans, water wheels, etc., for explorative water play. The teacher will interact with the children at intervals to extend their play and to reinforce emerging concepts related to the properties of a liquid substance. Following the session, the children will complete an experience chart on the topic, "I Like Water Because ..."	95 Water play equipment Chart paper Markers	95 (L) (ECS) (C)
96 Ice Painting	96 The children will paint a picture of a water scene using ice.	96 R.20,21 S.34	96 S.44 OC.13 R.68,72 A.41	96 The teacher will have the children put food coloring into water to make ice cubes. After the cubes are frozen, the children will use the colored cubes to make "water" pictures. (Powdered tempera and ice cubes can also be used for painting.)	96 Food coloring Ice trays Water Freezer Tempera paint White drawing paper	96 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
97 Sink or Float	97 The children will predict, observe, and record things that sink or float.	97 S.33 MA.28	97 S.32 R.1,2,72, 110 LA.250 MA.239 SS.61	97 The teacher will ask the children to look at the available objects, decide whether it will sink or float, and record predictions on a chart. Then the children will test the objects by putting them into water. They will record their observations by tracing around the objects in either a Sink or a Float column of a chart.	97 Objects that sink or float Large waterproof container Water Prediction chart Sink or Float Chart	97 (ECS) (IT) (C)
98 Sink & Float Jello	98 The children will test to see whether foods sink or float in liquid jello.	98 MA.28,38 R.21 S.33	98 H/PE.9,10, 11 S.44 R.1,2,3	98 The teacher will have the children mix Jello according to directions. A little of the cooled liquid Jello will be poured into individual paper cups before jelling. The children will experiment with pieces of banana, cherries, marshmallows, M & M's, cereal, nuts, etc., to see which things sink and which things float.	98 Jello Hot water Food pieces Pan Spoon Paper cups	98 (O) (C)
99 Rain Painting	99 The children will use the rain to experiment with color.	99 R.20	99 H/PE.2	99 The teacher will assist the children in sprinkling powdered tempera on pieces of finger paint paper. These will be put into the rain. When the pictures are completed and dry, they make interesting backgrounds for stories and paper cut-outs.	99 Finger paint paper Powdered tempera Rain Small bottles with shaker tops	99 (PA) (C)
100 Water Painting	100 The children will develop fine motor skills and learn about evaporation by painting with water.	100 R.21	100 R.1,2,3,4, 9 OC.2,3 A.43 LA.288,340, 341 S.44	100 The teacher will give the children paint brushes of varying sizes and containers of water to take outside on a sunny day. The children will paint on a variety of materials...wood, brick, concrete, metal, etc. When they come back inside, the teacher will ask the children to tell what they learned from this experience. The responses will be recorded on an experience chart.	100 Paint brushes Waterproof containers Water Chart paper Markers	100 (ECS) (C) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
101 Rain Puddle Science	101 The children will study evaporation after a shower.	101 R.21	101 R.68,72 S.44,47,65, 67 OC.11	101 The teacher will have the children find rain puddles outside after it has rained. Each puddle will be outlined with pebbles early in the morning. At regular intervals during the day, the puddles will be checked to see what has happened to them. The teacher will ask the children to predict what they will see on the next check. When the first puddle disappears, the teacher will ask the children to explain what happened to it. Why did this puddle go away first? The teacher will help the children notice that larger puddles take longer to dry up. The relation of the puddle to the sun is also important and children may be made aware of this. (Try the experience again on a cloudy day, and note the difference.) The children can also be led to discuss why there are puddles on certain parts of the playground and not on others. A question that may still puzzle many is: "Where did the water go when it went away?" The teacher will explain that the moisture in the air is called humidity, and when the water evaporates it goes into the air, even though we can't see it.	101 Puddles Pebbles or rocks	101 (O) (L) (C)
102 Water Craft	102 The children will construct boats that will float in water and hold a cargo.	102.a MA.38	102.a R.1,2,3 SS.24 OC.33	102.a The teacher will show the children pictures of different types of water craft ...sailboats, paddle boats, motor boats, hydrofoils, fishing schooners, passenger ships, cargo ships, oil freighters, battle ships, canoes, kayaks, etc...and have them collect pictures of their own.	102.a Pictures, posters Photographs of water craft Magazines	102.a (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		102.b R.115 S.33	102.b A.5,41.43 R.2,3,72	102.b The teacher will have the children make vessels that will really float from a variety of junk materials...meat trays, plasticene, aluminum foil, etc. The children will share their completed constructions and predict whose vessel will hold the most cargo.	102.b Junk materials	102.b (O) (L) (C)
103 Magic Fish	103 The children will listen to the story of the <u>Magic Fish or The Fisherman and His Wife</u> and re-tell it in their own words.	103 R.23,30,115	103 OC.2 LA.316,340, 341 R.8,62,73, 76 A.1 H/PE.4	103 The teacher will read the story, <u>The Magic Fish or The Fisherman and His Wife</u> to the children several times, until they are familiar with it. In the traditional version of the story, the fisherman's wife, who lives in a hovel, asks for a house, a mansion, and a palace. The teacher will discuss with the children the meanings of these words and will ask them to add other words for places we live. They should remember some words from the previous discussion on houses and homes. All of ideas will be written on an experience chart. The teacher will work with the children in small groups. The first group will begin to re-tell the story, dictating and illustrating the first important scene when the fisherman talks to the fish for the first time. Subsequent groups will add other important scenes. This re-telling of the story will be written on a large mural so that children will notice the sequence. The scenes can later be cut apart and bound in a big book form.	103 Story, <u>The Magic Fish or The Fisherman and His Wife</u> (Choose author and illustrator of your choice) Markers Chart Paper Scissors Bookbinding materials	103 (ECS) (IT) (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
104 Bubble Blowing	104 The children will blow big bubbles.	104 MA.38 R.21	104 R.19 OC.25,33 S.44,54	104 The teacher will assist the children in mixing Dawn liquid detergent, water, and a drop or two of glycerin. A variety of bubble-blowing apparatus can be used, including straws and string, vegetable cans with both ends removed, plastic six-pack holders, two hands together, plastic badminton rackets, and other holey items.	104 Dawn liquid Water Glycerin Bubble-blowers Large container	104 (O) (C)
105 Bubble Painting	105 The children will make bubble imprints on paper.	105 R.20 S.34	105 OC.25,30 A.41	105 The teacher will put red, yellow, and blue tempera into a soap and water mixture. The children will blow bubbles with straws dipped into the mixture onto construction or typing paper. The bubble, when it bursts, will leave a colored imprint. The teacher will talk with the children about the shapes of the bubbles and the shapes inside the bubble prints.	105 Tempera paint Water Straws Paper Bubble mixture Container	105 (O) (C)
106 Under Water Life	106 The children will name animals that live in and under the ocean.	106 S.1,4	106 R.3,4,9 OC.3,29 LA.340,341	106 The teacher will use a variety of materials, books, films, and filmstrips to introduce underwater life. After participating in such experiences, the children will discuss underwater life and will dictate an experience chart on "Things That Live In the Water." The children will illustrate the chart.	106 Films Filmstrips Concept books Markers Chart paper	106 (ECS) (C)
107 Estimation	107 The children will estimate and count water drops.	107 MA.2,6,13, 38	107 MA.12,239 R.72 LA.288	107 The teacher will give the children coins of different sizes: pennies, dimes, nickels, quarters. The children will estimate how many drops of water will fit on each coin. This information will be written on a four-column chart with the headings of the coin names (and attached coins), using	107 Coins Eyedroppers Water Water containers Chart Markers	107 (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
108 "Go Fishing"	108 The children will match upper and lower case letters.	108 MA.30 R.30	108 R.19,24,25, 26,27 LA.48 H/PE.4 OC.25,42,47	a red marker. The children will then use eyedroppers to carefully put drops of water on each coin, counting each drop. Information will be recorded on the chart. As the children work, the teacher will have them observe what happens to the water surface as the coin gets full. The term "water tension" will be introduced. 108 The teacher will provide a set of upper case alphabet cards and a set of lower case alphabet cards. The object of the game is to form matching pairs. The children will take turns asking other players for a card. If the other players don't have it, they will say "Go Fishing," and the child will draw a card. If a match is made, the child gets another turn. An additional aspect of the game is to have each child say the name of a letter when a pair is played.	108 Set of cards with upper case letters Set of cards with lower case letters	108 (O) (IT) (C)
109 Buried Treasure Game	109 The children will match objects with beginning consonant sounds.	109 R.12	109 LA.50,52 R.14,18,45	109 The teacher will make a "treasure chest" out of a foil-covered box. In the treasure chest will be a variety of items that might be found at the bottom of the ocean..shells, an anchor, a boat, etc. The child will take an object and try to match it with letter cards, indicating the beginning consonant sound.	109 Box Foil "Jewels" Glue Cards Markers Objects	109 (L) (C) (FT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
110 Cooking	110 The children will notice the effect of water on various food stuffs.	110 MA.38 S.33	110 R.1,2,3,4, 68 S.6,32,47 OC.52 LA.262,288 H/PE.9,10, 11,193	110 The teacher will let the children prepare a variety of foods that require cooking in water during the unit. As spaghetti noodles are prepared, the teacher will talk with the children about the different stages water goes through until it boils rapidly. "Simmering," "steam," and "boiling" are words that will be introduced. The water, acting on the spaghetti, causes it to change from hard to soft; from rigid to limp. Boiled custard and cream of wheat are examples of goods that "thicken" as the hot water acts on them. Cocoa "dissolves" and "disperses." To reinforce concepts of vocabulary and matter, the teacher will let the children act out these changes with their bodies.	110 Water Saucepan Spoons Potholders Food ingredi- ents Hot plate	110 (O) (C)
111 Fried Ice	111 The child will notice the physical changes as steam rises and condenses.	111 R.21	111 R.68,72 LA.288 OC.12,13 S.44,47	111 The teacher will drop ice cubes into a hot frying pan, asking the children in advance what they expect will happen to ice that is "fried." As the steam rises, a cold pan or dish will be held over it to "catch" condensation. The teacher will discuss the nature of steam. (It is very hot moisture and will burn. It is a "gas." It becomes a liquid again if cooled.) The teacher will have the children compare this experience with that of beginning with boiling water.	111 Frying pan Ice cubes Cold container	111 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
112 Unsinkables	112 The children will observe the effect of detergent on water tension.	112 R.21 MA.38	112 R.68,72 H/PE.6 OC.25,29,33	112 The teacher will explain to the children that water has a sort of skin or covering that is formed as the molecules cling to each other. That is why the water does not spill over the edges of the coins. (See 107) To see the "skin," the children will be told to sprinkle talcum powder on the surface of a pieplate of water. What happens? Try the same thing with pepper. What happens? Now touch the surface of each with a toothpick dipped in liquid detergent. Is there an effect?	112 Pie plates Water Talcum powder Pepper Detergent Toothpicks	112 (O) (IT) (C)
113 Ocean Measurement	113 The children will measure the lengths of various ocean objects.	113 MA.36,38 R.21	113 S.38,64 OC.33 MA.29,37	113 The teacher will provide the children with ocean objects (the same things used previously in the Treasure Chest (see 109) can be used here. Unit cubes will be used to measure each object. After measuring, the children will order the objects from longest to shortest.	113 Ocean objects Unit cubes	113 (O) (C)
114 Whale Story	114 The children will solve a simple mathematical word problem.	114 MA.6,171	114 MA.31,63 OC.25	114 The teacher will give each child at least 10 goldfish crackers. As the teacher tells a story of a whale that eats fish, the children will count the correct number into groups and eat them when the story so directs.	114 Goldfish crackers Whale problems	114 (L) (O) (C)
115 Sea Shell Measurement	115 The children will find objects in the room that are larger and smaller than sea shells.	115 R.21 MA.36,38	115 S.38,64 MA.29,37 LA.9 H/PE.6 OC.25	115 The children will each be given a sea shell and asked to find something in the room that is larger and something in the room that is smaller than the shell. Each child will record his/her information on a chart by drawing around the shell, and writing or drawing about the larger and smaller objects.	115 Chart Sea shells Pencils	115 (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
116 Shell Puzzle	116 The children will match sea shells with their outlines.	116 MA.30 R.21	116 LA.7	116 The teacher will prepare a large table-top mat with outline drawings of sea shells. The children will try to find the outline that goes with each shells.	116 Sea shells Outline mat	116 (O) (C)
117 Ocean in a Bottle	117 The children will construct bottles that make "waves," and observe what happens when oil and water are combined.	117 R.20,21 MA.86 S.34	117 OC.25,33 S.39	117 The teacher will supervise the children as they fill a clear plastic bottle half full of water, add food coloring to make the water the color of the ocean, and then add half a bottle of mineral oil. As the children do this activity, the teacher will emphasize the meaning of 1/2. When the bottle is full, the top will be screwed on tightly and taped with duct tape.	117 Clear plastic bottles Mineral oil Food coloring Water Duct tape	117 (O) (C)
118 Falling Colors	118 The children will observe the effects of temperature on molecule movement.	118 MA.14,38	118 R.19,43 OC.25 S.44,47,54 LA.19	118 The teacher will provide three tall clear containers (plastic spaghetti containers are wonderful). In container one the children will put very cold water that has been in the refrigerator. They will write "cold" on a label and stick it on the container. In the second container, the children will put warm water that has just come from the tap. This jar will be labeled "warm." In the third jar the children will put hot water (from the tap or has been simmered). The third container will be labeled "hot." The children will drop food coloring into each container, being careful to use the same number of drops and to drop the coloring at the same time. The children will observe the effects. The teacher will help the children articulate the fact that the hot water makes the coloring move faster. The children will write about their experience in their logs.	118 3 tall clear containers Water at different temperatures Food coloring Labels Markers Hot plate Pot Journals	118 (O) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
119 Crayon Resist	119 The children will see what happens when they put water color over crayon.	119 R.21,115	119 A.1,37,41, 43 OC.4,41 LA.1,2	119 The teacher will ask the children to draw a water scene with crayon on white paper. The children will then paint with a thin wash of watercolor over the crayon, and observe what happens.	119 Crayons White drawing paper Watercolor wash	119 (PF) (PA) (C)
120 Water Absorbency	120 The children will weigh pieces of cloth before and after wetting.	120 R.21 MA.38	120 OC.25 S.37,42 MA.239 R.19,110 LA.340	120 The teacher will provide several 1' square pieces of fabric of different materials...wool, cotton, terricloth, etc. The children will put each piece in a tray of the balance scale and add a number of unit blocks to make a balance. The number of cubes will be counted and recorded. Repeat this procedure for each piece of cloth. After weighing, each piece of cloth will be put into a pan of water and left for five minutes. (The children will use a kitchen timer or clock.) The pieces of cloth will be removed at the same time and put onto a dry plate or in a bowl. The children will weigh each piece of cloth again, following the same procedures. Weights will be recorded and comparisons made. The children will write and post the results of their experiment.	120 Squares of fabric Balance scales Pan of water Dry container Unit cubes	120 (O) (C)
121 Water Words	121 The children will make a list of water words.		121 OC.11,13 R.1,4 H/PE.4	121 The teacher will have the children write or dictate words they have learned to use in their study of water. These words will be written with permanent marker on raindrop-shaped paper and colored with watercolor. The raindrops will be posted on a "Water Words" bulletin board.	121 Raindrop paper Watercolors Permanent markers	121 (PA) (ECS)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
122 What We Have Learned	122 The children will consider what they liked best during their study of water and will write a page for a water book.	122 R.115	122 R.3,4,9,14, 24,45 OC.3,4,7, 29,41 A.1,41 LA.33,48, 50,52, 340,341	122 The teacher will ask each child to think about what they liked best or what they learned that was new during the water part of the unit. Each child will draw a picture and tell about it through invented spelling or oral dictation. The pages will be bound to make a book.	122 Drawing paper Markers Staples/stapler Contact paper Tape Glue	122 (PF) (ECS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Language Arts</u>						
Echoes	Auditory Sequencing See p. 458.	MA.34	H/PE.13	See pp. 458-459.	See p. 459.	(O) (C)
Singing A Sequencing Song	Auditory Sequencing See p. 459.		OC.28,30 R.62	See p. 459. The animal songs mentioned are especially appropriate to this unit, as well as "I Know an Old Lady Who Swallowed a Fly."	See p. 459.	(O)
Classical Music Listening Experience	Auditory Discrimination and Sequencing See p. 460.	R.12	MJ.19	See pp. 460-461. In particular, these selections might be very good: "Once Upon a Time Suite," "Flight of the Bumblebee," "Grand Canyon Suite," "The Planets," and "Peter and the Wolf."	See pp. 460-461.	(O) (C)
What's the Title?	Vocabulary Development See p. 468.		R.4 OC.3	See p. 468. Use pictures that deal with specific aspects of this unit, such as animals, water, land forms, space, and so on.	See p. 468.	(O) (L) (PA)
Fact or Fantasy	Vocabulary Development See p. 468.		R.76	See pp. 468-469.	See p. 468.	(O) (C) (L)
"It Went Like This" Story (Weather)	Oral Vocabulary/ Sequencing See p. 471.	R.23,28 MA.36	R.62,73 OC.2,30	See p. 471.	See p. 471.	(O) (C)
"Reading" Picture Books	Vocabulary Development See p. 471.		R.3,4 LA.337,340 OC.2	See p. 471. Several of the books mentioned would be very appropriate.	See p. 471.	(O)
Easel Painting	Prewriting Skills See p. 488.		LA.2	See p. 488, variation #3.	See p. 488.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Rain Picture	Prewriting Skills See p. 494.		LA.2	See p. 494.	See p. 494.	(O)
Sewing	Prewriting Skills See p. 494.		LA.6	See pp. 494-495, variation #5.	See p. 494.	(O)
Stencil Fun	Prewriting Skills See p. 496.		LA.20,21, 22,28,29	See pp. 496-497. Use animal or dinosaur stencils.	See p. 496.	(O) (C)
Paintin' in the Air	Prewriting Skills See p. 497.		LA.2,20,21, 22	See p. 497. Another good variation is to "paint" sidewalks or chalkboards with water using large brushes.	See p. 497.	(O)
<u>Math</u>						
Category Collections	Sorting See p. 249.	MA.28	MA.29	See pp. 249-250. Note <u>Clothing Categories</u> and <u>Plants and Animals</u> .	See pp. 249-251. For pattern, see pp. 348-349.	(O) (C)
Magnet Fishing	Sorting, Counting See p. 250.	MA.36	a. MA.31,37 R.2 b. MA.28 R.2	See pp. 250-252. a. Fishin' Fun: Use nine fish for children to order. b. Hot or Cold?	See pp. 250-252. For pattern, see p. 350.	(O) (C)
String Story	Comparing/ Positional Words See p. 253.	MA.28,38	MA.218 LA.11	See pp. 253-254. Note <u>Animals</u> .	See pp. 253-254.	(O) (C)
Small Group Position Play	Positional Words See pp. 257.	MA.216 R.20,28 S.34	S.64 LA.15,17	See p. 257. Use small plastic animals or dinosaurs of different colors for this activity.	See p. 257.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Help the Puppy Make Up His Mind	Following Direction Positional Words	MA.216	MA.31,218 OC.25 S.64 LA.12,13, 14,15	See pp. 259-260.	See p. 259. For pattern, see pp. 348-349.	(O) (C)
Correspondence Games	One-to-One Correspondence See p. 260.	MA.30		See pp. 260-262. Note variation <u>Outlines</u> . Use animal or flower/plant outlines.	See pp. 260-262.	(O) (C)
More Correspondence Games	One-to-One Correspondence See p. 265.	MA.30		See pp. 265-267. Note <u>Mother and Babies</u> and <u>The Friendly Octopus</u> .	See p. 265. For pattern, see pp. 356-357.	(O) (C)
The Whole Story	Counting/Addition/ Subtraction See p. 272.	MA.171	MA.31,62	See pp. 272-273.	See p. 272.	(O) (C)
Magnet Cars	Matching Numerals and Numbers/ Left-to-Right Progression See p. 274.	MA.13 R.23		See p. 274.	See p. 274. For pattern, see p. 359.	(O) (C)
Number Partners	Matching Numerals and Numbers See p. 275.	MA.2,13		See pp. 274-275. Note <u>Birds of a Feather</u> and <u>By the Sea</u> .	See p. 275. For pattern, see p. 360.	(O) (C)
Teeny Tiny Bubbles	Cardinal Numbers See p. 278.	MA.2,6,13	MA.31	See p. 278.	See p. 278. For pattern, see pp. 364-365.	(O) (C)
Ladybug Math	Sequencing Numbers See p. 279.	MA.2,6,13		See p. 279.	See p. 279. For pattern, see p. 363.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Pipe Cleaner Snakes	Forming Numerals See p. 279.		MA.12	See pp. 279-280	See p. 279.	(O)
Number-Numeral Board Games	Matching Numerals and Numbers See p. 290.	MA.2,6		See pp. 290-291. Note <u>Snail's Pace</u> and <u>Road Race</u> .	See pp. 290-291. For pattern, see pp. 373-375.	(O) (C)
Geometry Stories	Shapes/Colors See p. 295.	MA.215 R.20 S.34	MA.218	See pp. 295-296. Note <u>Barney's Car</u> .	See pp. 295-296.	(O) (C)
What's the Temperature	Measurement See p. 303	MA.38,135	MA.239 SS.61 S.63,67	See pp. 303-304.	See p. 303.	(O) (PA)
Animal Comparisons	Comparing/ Subtracting See p. 309.	MA.171	MA.62,63	See pp. 309-310.	See p. 309.	(O) (C)
Bears That Love Hamburgers	Counting/Making Sets See p. 312.		MA.31	See p. 312.	See p. 312. For pattern, see p. 382.	(O) (C)
Sharing Games	Dividing/Problem Solving See p. 316.	MA.171		See pp. 316-317. Note <u>Dogs and Bones</u> and <u>Cups and Sand</u> . Adapt to animals and homes.	See p. 316. For pattern, see p. 384.	(O) (C)
Graphing Fun	Graphing See p. 318.		R.2 MA.239 SS.61	See pp. 318-322. Note <u>Number of Legs</u> (p.320), <u>Traffic</u> , (p. 320), and <u>Weather I Like</u> (p.321).	See pp. 318-322.	(O) (PA) (C)
Weather Watch	Categorizing See p. 323.	MA.135	MA.239 S.63,67	See p. 323.	See p. 323. For pattern, see p. 386.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Soap Bubbles	Counting/Measuring/ Shapes See p. 328.	MA.215	MA.31	See pp. 328-329.	See p. 329. For recipe, see p. 389.	(O) (C)
<u>Science</u>						
A Child's Terrarium	Plants See p. 425.	S.1	S.19	See p. 425. Classify elements of the terrarium as living or non-living as the terrarium is being constructed. Compare plants to animals.	See p. 425.	(O) (PA) (C)
Miraculously Dry Napkin	Air See p. 428.		SS.40 R.4,68 LA.299 OC.11	See p. 428.	See p. 428.	(O) (C)
Magic Jug	Air See p. 428.		S.47 LA.299 OC.11	See p. 428.	See p. 428.	(O) (C)
Fantasy Fountain	Air See p. 429.		S.47 LA.299 OC.11	See pp. 428-429.	See p. 429.	(O) (C)
The Invisible Moon	Air See p. 429.		S.44 LA.299 OC.11	See pp. 429-430.	See p. 429.	(O) (C)
Balloon Blow Up	Air See p. 430.		S.44 LA.299 OC.11	See p. 430.	See p. 430.	(O) (L)
Is an "Empty" Can Empty?	Air See p. 430.		S.44 LA.299 OC.11	See pp. 430-431.	See p. 430.	(O) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
The Mysterious Disappearance	Air See p. 431.		S.44 R.68 LA.299 OC.11	See p. 431.	See p. 431.	(O) (L)
Glass Magic	Air See p. 432.		S.44 R.68 LA.299 OC.11	See p. 432.	See p. 432.	(O) (L)
Pinwheel Fun	Air See p. 432.		S.67 LA.299 OC.11,25 R.19	See pp. 432-433.	See p. 432.	(O) (L) (PA)
The Obstinate Balloon	Air See p. 433.		S.44 R.68 LA.299 OC.11	See p. 433.	See p. 433.	(O) (L)
Dancing Garden	Air See p. 434.		S.44 R.7 LA.338	See p. 434.	See p. 434. Note sequence cards for evaluation.	(O) (L) (IT)
What Is An Animal?	Animals See p. 435.		S.19	See p. 435.	See p. 435.	(O) (L) (PA)
Where Do Animals Come From?	Animals See p. 435.		S.24 R.4,110	See p. 435.	See p. 435.	(O) (ECS)
What Do Animals Need to Grow?	Animals See p. 436.		S.19 S.24 H/PE.8,270	See p. 436.	See p. 436.	(O) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Where Do Animals Live?	Animals See p. 436.	S.2,4	LA.253	See pp. 436-437.	See p. 436.	(O) (L) (C)
What Kind of Animals Live in the Sea?	Animals See p. 436.	S.4		See p. 437.	See p. 436.	(O) (L) (PA) (C)
What Are Insects?	Insects See p. 437.		S.13 *S.78	See pp. 437-438. Be sure that book or film-strip includes information on life cycle of a butterfly. *Use a magnifying glass or microscope for observation.	See p. 437.	(O) (L)
What are Spiders?	Spiders See p. 438.		*S.78	See p. 438. *Use a magnifying glass or microscope for observation.	See p. 438.	(O) (L)
Making Icicles	Water See p. 439.		S.44 LA.299 OC.11	See p. 439.	See p. 439.	(O) (L)
Measuring Water	Water See p. 439.		R.110 LA.299 OC.11	See pp. 439-440.	See p. 439.	(O) (L) (IT)
Liquid to Solid	Water See p. 440.		S.44,47 R.9,60 LA.262,299, 341 OC.11	See p. 440.	See p. 440.	(O) (L) (IT) (ECS)
Sink or Float	Water See p. 440.	S.33	R.72,110	See pp. 440-441.	See p. 441.	(O) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Steam--Changing a Liquid into a Gas	Water See p. 441.		S.44 R.19,68 OC.25	See p. 441.	See p. 441.	(O) (L)
Flowing Water	Water See p. 441.		R.68,72 LA.338	See pp. 441-442.	See p. 441. Note sequence cards for evaluation.	(O) (L) (IT)
Soil Holds Water	Water/Soil See p. 442.		R.110 LA.299 OC.11 S.54	See p. 442.	See p. 442.	(O) (L) (PA)
Evaporation	Water See p. 442.	MA.135	S.54 R.4,68 OC.3	See p. 442.	See p. 442.	(O) (L) (C)
Erosion	Water/Soil See p. 443.	R.21	R.68 LA.299 OC.11	See pp. 442-443.	See p. 443.	(O) (L) (C)
Water Conservation	Water See p. 443.		A.1,4,43 LA.3,4	See p. 443.	See p. 443.	(L) (O) (ECS) (PA)
Making Rain	Water See p. 444.		S.44,67 LA.338	See pp. 443-444.	See p. 444. Note sequence cards for evaluation.	(C) (O) (IT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Social Studies</u>						
Fingerplays				See pp. 512-515 for transportation, animals and weather fingerplays.		
Farm Animals, Zoo Animals, Pets	Animals Classification See p. 522.	S.2	LA.253 OC.7,12,13, 14,15,16	See pp. 522-523.	See p. 523.	(O) (C)
Oscar the Owl	Animal Awareness See p. 523.		OC.28 LA.3,288 A.5	See pp. 523-524.	See p. 523.	(O) (C)
How to Get Places	Transportation See pp. 543-544.	R.21	SS.24,25 R.2	See p. 544.	See p. 544.	(L) (O) (C)
<u>Music</u>						
Animals/Bugs/ Insects/Birds	Singing See p. 578.		MU.73,74,75	See pp. 578-598.	See p. 578.	(L) (O)
Seasons/Weather	Singing See p. 638.		MU.73,74	See pp. 638-644.	See p. 638.	(L) (O)
Transportation	Singing See p. 647.		MU.73,74,75	See pp. 647-652.	See p. 647.	(L) (O)
What Is Your Language?	Creative Movement See p. 664.		H/PE.143 R.5 LA.333	See p. 664.	See p. 664.	(O)
Movement with Imaginary Objects	Creative Movement See p. 668.		H/PE.193, 194,195, 196,199, 200	See p. 668. Note #2 and #3.	See p. 668.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Becoming Something Different	Creative Movement See p. 668.		H/PE.199 200 LA.262	See pp. 668-669. Note #3 and #5.	See p. 668.	(O)
The Elephant	Creative Movement See p. 670.		MU.3 H/PE.193	See p. 670.	See p. 670.	(O)
Find the Kittens	Listening See p. 672.		OC.27	See p. 672.	See p. 672.	(O)
Mimic Sounds	Listening See p. 674.	R.11		See p. 674. Mimic animal, bird, and/or weather sounds.	See p. 674.	(O) (L) (C)
Sound Effects	Listening See p. 675.	R.11	R.19 OC.25	See p. 676. Choose stories with a variety of animal sounds or weather sounds in them.	See p. 675.	(O) (C)
Fun with Water Glasses	Listening See p. 680.		MU.19,25,26	See p. 680.	See p. 680.	(O) (L)
<u>Physical Education</u>						
Bensy-Weensy Spider	Movement/Music See p. 220.		H/PE.193 MU.3,73,74, 75	See p. 220.	None	(O) (L)
Let's Go On a Lion Hunt	Hand Rhythm See p. 222.		H/PE.193, 197,198, 199 OC.28	See p. 222.	None	(O) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Art						
Water Painting	Painting See p. 399.		LA.2	See pp. 400-401.	See p. 400	(O)
Soapsud Painting	Painting See p. 401.		LA.2	See p. 401. Good for winter art work.	See p. 401.	(O) (PA)
Stuffed Paper Animals/People	Drawing/ Construction See p. 403.		A.5,41,43	See p. 403.	See p. 403.	(O) (PA)
Torn Paper Picture	Collage See p. 405.		A.1,4,41,43 LA.4	See p. 405. Use an animal as the basis for the picture.	See p. 405.	(O) (PA)
Cylinder Rabbits	Sculpture See p. 407.		A.5,41,43 LA.3,4	See p. 407.	See p. 407.	(O) (PA)
Wet Paper Chalk Drawings	Drawing See p. 409.		A.1,41,43	See p. 409.	See p. 409.	(O) (PA)
Magic Scribbles	Coloring See p. 409.		LA.1	See p. 409. Use dinosaurs or animal shapes or perhaps stars, moon, planet shapes under the paper.	See p. 409.	(O) (PA)
Crayon Resist	Drawing/Painting See p. 410.		LA.1,2 A.1,41,43	See p. 410. By using a white or blue crayon for raindrops under the thin blue color wash of paint, a delightful rainy day scene emerges.	See p. 410.	(O) (PA)
Books That Lead to Cooking Experiences				See pp. 183-184. The following books would be appropriate to this unit: <u>Blueberries for Sal</u> , <u>Rain Makes Applesauce</u> , <u>The Three Little Pigs</u> .		

GROWTH AND CHANGE

403

TITLE OF UNIT

Growth and Change

GENERAL GOALS TO GUIDE PLANNING:

- | | | | |
|----------------------------------|-----------------------|--|--|
| 1. KNOWLEDGE | 2. SKILLS | 3. DISPOSITIONS | 4. LANGUAGE |
| a) Knowledge of self | a) Creative thinking | a) Independence | a) Naming and labeling |
| b) Knowledge of others | b) Logical thinking | b) Positive self image | b) Communication |
| c) Math concepts and systems | c) Physical control | c) Curiosity | c) Expression of ideas, feelings and knowledge |
| d) Knowledge of physical world | d) Interaction | d) Openness | d) Facilitation of thinking |
| e) Knowledge of cultures | e) Visual form-making | e) Autonomy | |
| f) Knowledge of linguistic world | f) Self-help | f) Confidence in problem solving | |
| g) Knowledge of biological world | g) Musical | g) Eagerness of learn new things | |
| | h) Artistic | h) Appreciation for music, art, cultures | |

METHODS OF EVALUATION:	(PA) Product Analysis	(C) Checklist	(O) Observation	(L) Listening
	(ECS) Experience Chart Summary	(P) Photographs	(V) Videotape	(PF) Portfolio
	(FT) Formal Test	(IT) Informal Test	(AR) Anecdotal Record	

SPECIFIC UNIT GOALS:

1. KNOWLEDGE
 - a) The children will develop stated concepts related to growth and change.
 - b) The children will extend their knowledge of graphs, charts, and numbers.
 - c) The children will extend their knowledge of their bodies and body parts.
 - d) The children will increase their knowledge of other living things and their relationships.
 - e) The children will increase their knowledge of the interdependence of living things.
2. SKILLS
 - a) The children will increase their ability to solve problems related to the unit topic.
 - b) The children will develop interaction skills by working with others in projects and activities.
 - c) The children will improve their skills of communicating through visual and verbal forms.
 - d) The children will improve their health care skills.
 - e) The children will continue to improve their skills in using the tools of the classroom.

3. DISPOSITIONS

- a) The children will become more aware of themselves as growing and changing human beings.
- b) The children will indicate increased interest in using books and print materials for learning new things.
- c) The children will continue to express an enjoyment of school and learning.
- d) The children will show awareness of and interest in other living things.
- e) The children will express concern for the environment.
- f) The children will develop more futuristic attitudes.

4. LANGUAGE

- a) The children will use language in both oral and written forms with increasing facility.
- b) The children will add new words to their vocabularies in relation to the unit.
- c) The children will use language to express feelings about themselves and the effects of growth and change.

SPECIFIC UNIT CONCEPTS TO BE DEVELOPED:

- 1. People grow and change.
- 2. People change by getting older.
- 3. People need food, water, and air to grow.
- 4. People need love to grow.
- 5. People can change by learning new things.
- 6. We learn through our senses and our brain.
- 7. Our brain makes our body parts work together.
- 8. We can change the things we can do by practice.
- 9. Some things about us we can't change.
- 10. We can change some things about the way we look; other things we can't change.
- 11. All people are different.
- 12. We have many body parts that grow as we grow.
- 13. Our clothing must be changed to fit us as we grow.
- 14. Some things are good for our bodies; some are not.
- 15. Some things poison us.
- 16. Many poison things are marked with a Yuk label.
- 17. Many foods that are good for us are plants.
- 18. Some plant foods should be in our diet every day.
- 19. Some body parts help us change our food to energy.
- 20. Our teeth help us grind our food.
- 21. Plants grow and change, too.
- 22. Plants grow when they have light, food, and water.

23. Plants help us to have air to breathe.
24. At certain times, some plants make seeds to grow new plants.
25. Many plants are grown on farms.
26. Farmers use farm vehicles to help them grow their crops.
27. On a farm there are many animals.
28. Animals grow and change.
29. Animal babies grow if they have food, light, and water.
30. Animals sometimes need shelter.
31. Animal babies have mothers to care for them.
32. Some animals lay eggs. Some have babies.
33. The animals on farms are raised for food and work.
34. There are many insects, both good and bad, on farms.
35. Insects grow and change.
36. Insects go through growth cycles.
37. Caterpillars change to butterflies.
38. Some insects help plants to grow.
39. Bees carry pollen that helps plants bear fruit.
40. Many insects live on plants and eat their leaves, stems, and roots.
41. Insects can damage the crops grown on farms.
42. People, plants, animals, and insects are all living things that share our planet Earth.
43. We can all help take care of our Earth.
44. Machines help us do work.

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P1 "Me Books"	P1 The children will draw and write individual books about themselves and their changes to accompany the unit.		P1 R.14,43,45 LA.31,33, 35,36,48, 50,52	P1 The teacher will have the children use invented spelling and drawing/writing to record various types of changes during the unit. These books will be individually bound for the children to keep as journals of the unit.	P1 Drawing paper Markers Const. paper Glue Contact paper Staples/stapler Plastic tape Stick-on letters Rubber cement	P1 (O) (PA)
P2 The Food Center	P2 The children will role-play proprietors and customers in a grocery store and restaurant.	P2 LA.252 SS.14	P2 R.1 LA.250 OC.4,7,42, 43,47,48, 51,52 H/PE.4,6,8, 10,11 S.16 SS.15,16, 18,34	P2 The teacher will help the children to develop a grocery store area and a restaurant area in the housekeeping center. Throughout the unit, the teacher will add props to the center to encourage recognition of healthy foods and to promote career awareness.	P2 Boxes for painting scenery Grocery supplies A cash register Grocery bags or baskets Table and tablecloth Menus Note pads Pencils Dishes and silverware	P2 (O) (L) (C)
P3 Facing the Future	P3 The children will make self-portraits to show how they will look in the future.	P3.a R.21,115	P3.a R.19,72 OC.25 LA.2,3,4 A.1,5,41,43	P3.a The teacher will have the children cut out a head and shoulder outline from a doubled piece of butcher paper. The front and back views will be stapled, with a space left for stuffing. The children will use tempera to paint their facial features. They will glue yarn for hair and add clothing details using fabric and scrap materials.	P3.a Butcher paper Outlines of head and shoulders Tempera paint Brushes Staples/stapler Stuffing Glue Yarn	P3.a (O) (PA) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P4 Career People and Stories	P4 The children will identify various careers.		P3.b R.3 LA.340 OC.3,4,12,13 A.37	P3.b The children will share their faces with the group, telling what has changed. The "Mature Faces" will be hung around the room.	P3.b Yarn or string for hanging	P3.b (B) (L)
		P4.a LA.251,252 SS.3,14	P4.a R.3,4 OC.3,12,13,340	P4.a The teacher will explain what a career is and ask the children to name careers of their parents. After discussing careers, the teacher will ask each child to name a career person they want to learn more about.	P4.a None	P4.a (L) (C)
		P4.b SS.14	P4.b R.4 OC.33	P4.b The teacher will provide pictures, information and real career people (if possible) to help the children learn more about careers.	P4.b Pictures, information about careers	P4.b (L) (C)
		P4.c SS.14	P4.c LA.3,20,21,28 A.1	P4.c The teacher will have each child draw a career person on a transparency to be enlarged on butcher paper. After the drawing has been traced on butcher paper, it will be cut out.	P4.c Overhead transparencies Markers Pencils Butcher paper Scissors	P4.c (PA) (C) (O)
		P4.d R.115	P4.d LA.3,4 A.4,41,43	P4.d The teacher will have the children use colors, markers, fabric scraps, wallpaper samples and collage materials to add features and uniforms/clothing.	P4.d Pencils Paints Markers Scissors Fabric scraps Wallpaper Yarn Glue Collage materials	P4.d (O) (PA)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
P5 Life Size Animal	P5 The children will construct a life-size animal.	P4.e SS.14	P4.e R.14,24,25, 43,45 LA.31,33, 48,50,52	P4.e The teacher will help the children use invented spelling to write stories about their career person. Display the career people and stories.	P4.e Writing paper Pencils	P4.e (ECS) (C) (O)
		P5.c R.21	P5.a R.4 OC.3 H/PE.4	P5.a The teacher will list several animals for the children to vote on which one they want to make.	P5.a Chart paper Markers	P5.a (O) (C)
			P5.b LA.2 A.1,43	P5.b The teacher will draw the outline of the chosen animal on butcher paper. (Make it as close as possible to the real size.) Then the children will paint the animal.	P5.b&c Butcher paper Paint Scissors	P5.b (O)
			P5.c LA.2 A.1,43	P5.c The teacher will cut double the front and back of the animal. The children will paint the back "just like" the front.		P5.c (C) (PA)
P6 Farm Mural	P6 The children will create scenery, buildings, machinery and animals to be displayed on a bulletin board.	P6.a SS.14	P5.d A.5	P5.d The teacher will help the children to staple the two sides together. (Leave a space for stuffing.) After the animal is stapled, stuff it full of newspaper, then staple opening.	P5.d Staples/stapler Newspaper	P5.d (O) (PA)
			P6.a LA.2,250 OC.3 A.1,13	P6.a The teacher will discuss different types of farms (See activities #39 and #40). The children will vote to decide which kind of farm they want to re-create. Once the group has decided, the children will paint scenery on the bulletin board covered with white butcher paper.	P6 See also activities 39 & 40 for materials needed for bulletin board. P6.a&b Pictures of different types of farms	P6.a (L) (O) (PA) (C)

Projects	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		P6.b R.115	P6.b R.4 OC.3 LA.2 A.1,43	P6.b The teacher will discuss and show pictures of farm buildings. Then, the children will create buildings for the mural. (See activity #39)	Bulletin board White butcher paper Paint Brushes	P6.b (L) (O) (PA)
		P6.c S.2	P6.c LA.2,3 A.1,43	P6.c The teacher will encourage the children to paint pictures of farm animals (or farm pets) on large sheets of easel paper. After the paintings are dry, have the children cut them out and add them to the mural.	P6.c Easel paper Brushes Scissors Paint Brushes	P6.c (O) (C) (L) (PA)

Activities	Objectives	MES	ILS	Procedures	Materials	Evaluation
<u>Emphasis: People Growth</u>						
1 How You've Grown	1 The children will listen to a book about growth and change and will discuss personal body changes.		1.b R.4,10 OC.3 H/PE.13,193 S.6 1.c R.3,4,9 LA.340,341 1.d LA.33,48, 50,52 R.14,24,45	1.a The teacher will read a book about growth, such as Pearse and Riddell's <u>See How You Grow</u> . 1.b The teacher will discuss with the children the way they used their body parts (hands, feet, knees, mouths, etc.) when they were babies and the way they use them now. 1.c The children will dictate an experience story, "When We Were Little." 1.d Each child will write about their changing abilities on paper to be put in their personal books. (See P1)	1.a Book, <u>See How You Grow</u> by Pearse and Riddell 1.b None 1.c Chart paper Markers 1.d Paper Pencils	1.b (L) 1.c (ECS) (L) 1.d (PA)
2 Babies to Grands	2 The children will act out stages of growth through movement.		2.a OC.30 H/PE.189, 190,191, 193 2.b OC.33 R.3,4	2.a The teacher will have the children pretend to be babies...crawling, rocking, toddling, falling, etc. Then the children will pretend to be an adult, walking to work, jogging, resting, hoeing in the garden, etc. Finally, the teacher will have the children pretend they are old, walking, rocking, resting, etc. 2.b As a follow-up, the teacher will read the book <u>Love You Forever</u> . The teacher will discuss the book with the children.	2.a None 2.b Book, <u>Love You Forever</u>	2.a (O) 2.b (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
3 Future Changes	3 The children will predict future physical changes to themselves.	3 R.115	3 R.3,4,9,14, 24,45,72 OC.3 LA.33,48, 50,52,341	3 The teacher will ask the children to tell what they think will change about their bodies as they get older. Because their bodies will change, their abilities will also change. What do they expect to be able to do in the future that they can't do now? The teacher will record the prediction on an experience chart. The children will write about their changes for their personal books. (See Pl)	3 Chart paper Markers Drawing paper	3 (ECS) (L) (PA)
4 Body Part Pictures	4 The children will picture themselves doing an activity and tell what body parts and movements are involved.	4.a LA.305	4.a H/PE.193 A.1 S.6 4.b R.3,4 OC.3 LA.3,4 H/PE.193 S.6 4.c R.14,24,45 LA.33,48, 50,52	4.a The teacher will have the children think about an activity they do with a particular body part, and draw a picture of themselves doing it. 4.b Each child will tell about his/her picture and then cut it out and glue it on a body outline chart. The child will put the picture on the part of the body that is used to do the selected activity. 4.c The children will later remove the pictures and they will be added to personal books with writing about the pictures. (See Pl)	4.a Drawing paper Markers 4.b Glue Scissors Body outline chart 4.c Personal books	4.a (PA) (O) (C) 4.b (C) (PA) 4.c (PA)
5 Classification	5 The children will classify objects and pictures according to size.	5.a R.21 MA.28,36	5.a R.2 S.38 MA.37	5.a The teacher will bring in examples of clothing showing how growth has taken place (from baby clothes and shoes to adult clothes and shoes). An assortment of clothing will be provided and the children will order it from largest to smallest: socks, gloves, jeans, etc.	5.a Small, medium, and large clothes	5.a (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		5.b R.21,23 MA.28,38	5.b R.2 MA.37 S.38	5.b The teacher will provide the children with a long strip of paper divided into 3 or 4 sections. The children will be asked to look through catalogs and cut out people at three or four stages of growth and glue them on the paper from the smallest to the largest. (They can do a second one ordering people from largest (or oldest) to smallest (or youngest)).	5.b Catalogs Scissors Chart strips Glue	5.b (O) (PA) (C)
6 Plaster Hands	6 The children will make plaster impressions of their hands.	6 R.21	6 A.5	6 The teacher will have each child pour plaster of Paris into small styrofoam plates. As the plaster begins to set, the children will place their hands in it to make an impression. The teacher will talk with the children about the features of their hands. After the plaster hardens, the children will compare their hand prints and talk about likenesses and differences.	6 Styrofoam plates Plaster of Paris Water Bowl Spoon	6 (O) (L) (C)
7 Self Portraits	7 The children will draw and explain a change in their bodies.	7 R.21	7 A.43 R.4 OC.3 LA.1	7 The teacher will discuss with the children the way they have changed since school began (i.e., lost a tooth, had a birthday, cut their hair, had a wound that healed, changed their feelings, etc.) The teacher will have the children refer to the photographs taken at the beginning of school. The children will draw "Before" and "Now" pictures showing the changes they identify. These pictures will be added to the children's individual books. (See P1)	7 School photos Drawing paper Crayons Pencils Markers	7 (O) (L) (C) (ECS) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
8 Continuous Growth	8 The children will identify those things on their bodies that are always growing.		8.a H/PE.13 S.6,24 R.3,4,9 LA.340,341 OC.3	8.a The teacher will discuss with the children those things on their bodies that are constantly growing...hair, nails, legs, arms, etc. A list will be made on an experience chart. The teacher will ask the children to add information about how they know these things are growing. This, too, will be recorded on the chart.	8.a Chart paper Markers	8.a (ECS) (L) (O)
		8.b R.21	8.b R.27,43	8.b The chart will be used as a base for word matching. The teacher will make a set of cards with body words, and the children will match the words to like words on the chart. (The chart done in activity 3 may also be used.)	8.b Body word cards	8.b (L) (O) (IT)
9 Baby to School	9 The children will identify changes in themselves since they were babies.	9 R.21	9 R.4,14,45 LA.45,48, 50,52 A.1 OC.3	9 The teacher will have the children discuss how they have changed since their infant days. If possible, the teacher will have the children bring in pictures of themselves as babies to put in their personal books. (If not, they can draw themselves.) They will write about how they have changed now that they are in school.	9 Baby photos or pictures Drawing paper Markers	9 (L) (O) (ECS)
10 Shoes	10 The children will notice the differences in shoe sizes and will graph the smallest to the largest.	10.a R.21 MA.38	10.a OC.29,33	10.a The teacher will read the book Shoes. In a large group, the teacher will discuss with the children their own changes in shoe size and the comparison of shoe sizes in children their own age.	10.a Book, Shoes by Winthrop	10.a (L) (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
11 Matching Sets	11 The children will use one-to-one correspondence to match sets of equal value.		10.b LA.11,21 H/PE.195	10.b The teacher will have each child draw his/her left foot and right foot. The children will write their own names on the front of the shoe outline, along with (L) for left, and (R) for right.	10.b Heavy paper (brown grocery bags for shoe patterns) Pencils	10.b (O) (PA)
		10.c R.21 MA.28,36	10.c LA.3,4,341 R.2,9,110 MA.37,239 SS.61 S.38	10.c The children will cut out their shoes and order the left shoes of the class to be put on a long chart from smallest to largest, and the right shoes to be put on a separate chart from smallest to largest. The children will glue on the shoes as they have been arranged, then compare the order of people on the left and right shoe charts to see if there is a difference. Are left and right feet the same size? Have children summarize their findings on an experience chart.	10.c Scissors Butcher paper for chart Glue Markers Chart paper	10.c (O) (C) (ECS)
		11.a MA.30	11.a OC.33	11.a The teacher will discuss with the children how they studied their shoe charts by comparing the order of children's names. They knew they had equal sets, because every child put a shoe outline on each chart. The teacher will discuss other types of sets and how we can compare them one-to-one.	11.a None	11 (O) (L) (C)
		11.b MA.30,171	11.b H/PE.4	11.b Using children, the teacher will put five children on one side of the room, and three children on the other. By names, the teacher will have the children come to the center to make pairs. When two children are left without partners, the teacher will ask how many more children are needed to make two equal sets.	11.b None	

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
		11.c MA.30,171	11.c R.19 OC.25	11.c The teacher will have children hang socks on a clothesline by pairs. Some socks, without mates, will be left. The teacher will ask how many socks are needed to make equal sets of socks.	11.c Box of socks Clothesline Clothespins	
		11.d MA.30	11.d R.1	11.d The children will then use various objects to practice one-to-one correspondence: toys, rods, blocks, etc. Task cards with numbers will be available so children can write the missing numbers.	11.d Toys, rods, blocks, or other objects for practicing one-to-one correspondence. Task cards	
<u>Emphasis: Senses/Feelings</u>						
12 Inside Changes	12 The children will notice feeling and sensory changes in themselves.	12 S.31	12 SS.1,2 OC.11,12, 13,41 R.4,9,14,45 H/PE.40 LA.4,33,48, 50,52,299	12 The teacher will tell the children that some of the changes that take place in people cannot be seen. As we grow, our brains grow, and we are better able to use our senses in learning. The teacher will review with the children their five senses and their sensory receptors. Have they noticed any changes in the way they use their sight, hearing, touch, tasting, or smelling, since school began? Have they smelled or tasted something new? Have they seen anything they never noticed before? The teacher will also tell the children that something else inside changes...our feelings. Can they give an example of changes in feelings? The teacher will have the children list changes they have had in these two areas. They will write/draw their own sentences and glue them on a chart.	12 Drawing paper Markers/pencils Chart paper Glue	12 (L) (O) (BCS) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
13 Blindfold Touching	13 The children will identify and describe objects through touch.	13 R.21 MA.34	13 OC.25 A.1 S.32 R.72	13 The teacher will blindfold children and let them feel an object. They will be asked to describe the object and tell how it feels ...rough, smooth, slick, bumpy, etc. The object will be removed by the teacher and put away. The child will be asked to draw what she/he thinks the object was. The teacher will compare the object and talk about the details noticed and those not noticed.	13 Blindfold Markers Drawing paper Objects to touch	13 (PA) (O) (C)
14 Pattern Sequences	14 The children will practice using visual memory.	14 R.20,28,30, 115 MA.28,30, 34, 215 S.34	14 LA.9 R.29 MA.29,35	14 The teacher will show the children a card with a visual pattern (red triangle, yellow circle, blue triangle). The card will be removed, and the children will try to reproduce the pattern using parquetry blocks.	14 Parquetry blocks Pattern sequence cards	14 (O) (C) (IT)
15 Texture Pictures	15 The children will recreate scenes from favorite stories using textures	15 R.115	15 R.9 LA.3,4,341 H/PE.6 A.4,37,43	15 The teacher will ask the children to think of something that happened in a favorite story they have heard during the year. They will use a variety of textured materials to make a picture about this. Each child will write or dictate a summary of the scene pictured to be displayed in a "Things We Have Heard" gallery.	15 Sand, seeds, rough card- board, styro- foam packing, other textured materials Glue Markers	15 (PA) (C)
16 Funny Feelings	16 The children will explore the feelings changes they experience and will tell about a strong feeling they have had.	16 R.30,115	16 SS.2 OC.4,41,45 LA.3,4 A.4,37,43	16 The teacher will read books about children's feelings such as <u>Jamaica's Find</u> (about a child who finds something she has to return) or <u>My Grandmother's Cookie Jar</u> (about an Indian child who is afraid of her grandmother's Indian-head cookie jar). The teacher will have the children make a	16 Const. paper Scissors Art tissue Glue brushes White glue Water Books, <u>Jamaica's</u>	16 (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
17 Cookie Jar Stories	17 The children will tell stories from "long ago" as they explore the idea of change that is the main idea in <u>My Grandmother's Cookie Jar</u> .	17.a R.21	17.a OC.11,41,45 SS.2 LA.299	tissue-paper collage picture that expresses a strong feeling they have had. 17.a The teacher will read the book <u>My Grandmother's Cookie Jar</u> to the children again and will ask the children questions such as: What feelings did the little girl in the story have about the cookie jar? What changes in the little girl's life changed her feelings? How did she feel when the cookie jar was empty? Why? What did Grandfather want the little girl to do with the cookies?	Find by Havill and <u>My Grandmother's Cookie Jar</u> by Miller. 17.a Book, <u>My Grandmother's Cookie Jar</u> by Miller	17.a (L) (C)
		17.b FL.1,2,3	17.b OC.28,29,33 MU.1,3,5 SS.29	17.b The teacher will play Indian chants and will have the children accompany the music using drums and rhythm instruments. The children will practice a few phrases from the Indian language, or an Indian visitor will be brought to the classroom to talk with the children.	17.b Indian chant music Indian phrases	17.b (L) (O) (C)
			17.c OC.2,12,13 LA.310,316,341 R.3,4,9,10	17.c The children will sit Indian style in a circle. As the teacher gives a child a cookie, she/he will tell a brief story from long ago that has been told to her/him. The stories will later be written down to go into the personal book. (See P1)	17.c Cookies Drawing paper Markers	17.c (O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Health/Nutrition</u>						
18 Necessary Visits	18 The children will discuss their feelings about visits to the doctor and dentist.	18.a SS.3,141 LA.252	18.a H/PE.1,3, 12,124, 125 OC.3,4,11, 41 R.1,2,3,4 S.17 LA.299,340	18.a The teacher will tell the children that sometimes it is not good to do what we feel like doing. The book, <u>Your Turn Doctor</u> , tells in a humorous way about the feelings of a little girl when she has to go to the doctor. Ask the children how a visit to the doctor of dentist makes them feel. Why is it important to go anyway? The teacher will have the children talk about how learning about the body and the teeth helps us not to have to go to the doctor or dentist for serious or unpleasant things.	18.a Book, <u>Your Turn Doctor</u> by Perez & Robison	18.a (O) (L) (C)
			18.b A.1 R.14,43,45 LA.31,33, 48,50,52	18.b The teacher will have the children write/draw about a trip to the doctor or dentist they have made. Dental stories will be put onto large "tooth paper" and doctor stories will be put on large "thermometer paper."	18.b Drawing paper Markers Glue "Tooth paper" "Thermometer paper"	18.b (ECS)
				18.c If possible, the teacher will take the children on a field trip to a doctor's or dentist's office at a "pleasant" time.		18.c (O) (C)
19 Food Groups	19A The children will name the 4 food groups.		19A R.2,3,4 OC.3 LA.340 H/PE.8 S.16	19A The teacher will show pictures of each food group and discuss the importance of each with the children.	19A Poster of the 4 food groups	19A (L) (FT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
20 Dinner Plate	19B The children will identify each food group and the importance of each group.		19B OC.11 LA.299 S.16	19B The teacher will ask the children these questions to check for learning: 1) What are the 4 food groups? 2) Why are they important? 3) What should we include in every meal?		19B (L)
	20 The children will identify and create a balanced meal.	20.a MA.38 20.b MA.28	20.a R.19 OC.25 H/PE.8 S.16 20.b R.2 LA.3,4,253 A.4 S.16	20.a The teacher will create a balanced meal, then instruct the children to create a balanced meal. Compare a good meal with a "bad" meal. 20.b The teacher will provide magazines for the children to find pictures of "good" foods. The children will cut and glue these pictures to paper plates to represent a nutritious meal.	20.a None 20.b Magazines Scissors Glue Paper plates	20.a (L) (O) (FT) 20.b (O) (PA) (C)
21 Healthy Foods	21 The children will select foods that help their bodies and their teeth and will identify foods that are harmful.	21.a MA.28 R.21	21.a R.2 H. PE.8,9, 10,11 S.16,24 LA.3,4	21.a The teacher will have the children list foods that are healthful and harmful and will record their suggestions on an experience chart. The teacher will give the children magazines from which to cut out pictures of healthful and harmful foods. These pictures will be glued on two large posters...a happy face and a sad face.	21.a Magazines Scissors 2 posters Glue 21.b Food ingredients Utensils	21.a (ECS) (PA) (C) (O) (FT) 21.b (PA)
			21.b H/PE.9,10, 11 S.16	21.b The teacher will have the children plan and prepare a nutritious snack.		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
22 Mr. Yuk	22 The children will reinforce their awareness of Mr. Yuk.	22 S.3 MA.28	22 OC.25,33 R.19	22 The teacher will show the children the Mr. Yuk symbol and will ask them to name some things in the classroom that should be marked with the Mr. Yuk symbol. The children will be given Mr. Yuk stickers to put onto any dangerous items that are not already labeled.	22 Mr. Yuk stickers	22 (O) (C) (FT)
23 Health Tools	23 The children will name tools used by a doctor or dentist.	23.a LA.252 R.115	23.a H/PE.3 OC.52 SS.16 A.1 R.1 LA.250	23.a The teacher will have the children name things that are used by the doctor or dentist. These will be listed on an experience chart. The children will draw pictures to illustrate the chart. 23.b As many tools as possible will be collected and displayed in the Science Center.	23.a Chart paper Markers Crayons 23.b Health tools	23.a (PA) (C) (FT) 23.b (L)
24 Road to Good Health	24 The children will recognize the numerals 1 to 6 in order to get the "Good Health" square of a teacher-made game.	24 MA.6,30	24 H/PE.4,12, 123,124, 125 R.19 OC.11 LA.299 MA.31 S.17	24 The teacher will make a set of game cards with questions about good health. (Example: What should you do every day to make your teeth stay healthy? What symbol tells us never to drink or eat something? Name two foods that are good for your body.) Each child will roll a die. If she/he answers the question, she/he will get to take that many steps toward the "Good Health" square at the end of a 20-square "playing board."	24 Game cards Long paper or plastic with 20 squares Die	24 (O) (L) (IT) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
<u>Emphasis: Careers</u>						
25 Work Changes	25 The children will recognize that all changes are not bodily changes.	25 R.21	25 OC.11,41, 45,50 H/PE.5 SS.2	25 The teacher will have the children name things about people that change besides their bodies and their health. The suggestions will be written on an experience chart. The teacher will emphasize the changes in activity and in people's goals as they grow older.	25 Chart paper Markers	25 (L) (ECS) (C) (PT)
26 Careers	26 The children will identify what they want to be when they are grown.	26.a LA.252	26.a R.72 OC.3,4,52	26.a The teacher will ask each child what she/he plans to do to help people when she/he grows up. The children will express their goals, and the teacher will ask them to comment on the kinds of work they will be doing in this career.	26.a Pictures of adults	26.a (L) (C)
		26.b R.115	26.b A.1,5,37,43	26.b The children will use clay to make small dioramas of themselves doing their career activity.	26.b Clay Small boxes	26.b (PA) (C)
		26.c R.115	26.c R.14,15 A.1,41 LA.31,33, 48,50,52	26.c The children will draw/write on about what they plan to be when they grow up. These will be added to their personal books. (See Pl)	26.c Paper Markers Crayons Pencils	26.c (PA) (C)
27 Facing the Future	27 The children will predict their physical changes and their social changes as they see them in relation to the future.	27 R.21,115	27 OC.11 R.24,25,26, 72 LA.31,34, 299	27 The teacher will talk with the children about how their looks will change as they get older. The discussion will also involve using initials to sign a name rather than the whole name. The teacher will tell the children that on the next day everyone will call them by their initials, even the teacher. The teacher will ask the children to	27 Tag board String Markers	27 (O) (PA) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
28 The Postman	28 The children will learn about postmen and the postal service.	28 SS.14 LA.252 R.22,23	28 SS.30,35,36 OC.4,41,51 LA.33,34, 35,36	make a name tag with just the first letter of their first name and the first letter of their last name. The teacher will show the children how to write their initials, using periods after each letter. The children will begin to make self-portraits as described in P4. 28 The teacher will read the book <u>The Jolly Postman</u> and will show the children the little letters inside. If possible, the teacher will take the children on a trip to the post office. Prior to the visit, the children will write letters to ask for free materials related to farms and plants. These letters will be mailed on the trip to the post office. The teacher will show the children how an envelope is addressed, where the stamp is put, and where the address goes. Following the visit, the children will write a thank-you letter to the postmen.	28 Book, <u>The Jolly Postman</u> by Ahlberg & Ahlberg Note paper Markers Envelopes Stamps Appropriate address	28 (O) (PA) (C) (FT)
29 Playing Postman	29 The children will write/draw a letter to a classmate.	29 R.21,22,23	29 R.14,24,25, 26,43,45 LA.30,31, 33,34,35, 36,48,50, 51 OC.51	29 The teacher will have each child choose one person in the room to whom he/she will write a letter. The children will use writing/drawing for the letter. The teacher will have the name of each child on envelopes that will be posted on a large piece of poster board. The child will look for their friend's name on an envelope, and use it to mail the letter. A mailbox will be set up, and the children will mail their letters. A "postal worker" will stamp the envelopes. Notice that the stamp is on the	29 Poster board Envelopes with children's names Markers Pencils Paper Mailbox Stamps Stamp and pad	29 (O) (C) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
30 Career Stick People	30 The children will answer questions related to careers.	30 LA.252 SS.14	30 OC.11 LA.3,4,299 H/PE.3 SS.35,36,37	right side of the envelope. The letters will be distributed by "postmen" who must recognize the names of their classmates. 30 The teacher will have the children make stick puppets of people in various careers. The puppets will be used in playing a question-answer game. The teacher will ask questions related to career items or jobs done in various careers and the person with the appropriate puppet will hold it up high.	30 Cardboard Markers Sticks Questions Tape Glue Scissors	30 (O) (C)
31 Professional Touch	31 The children will feel career-related objects and tell what they are.		31 S.32 SS.1 OC.11 LA.288 R.1,2	31 The teacher will place items in a box that relate to various professions. The children will be blindfolded and asked to choose an item from the box and feel it carefully, trying to identify it. The children will tell what the object is and what worker uses it.	31 Career items Box Blindfold	31 (L) (O) (IT)
32 Career Attire	32 The children will use grocery bags to make career attire.	32 LA.252 SS.14 R.115	32 LA.1,2,3 R.19 OC.33 A.41,43	32 The teacher will give each child a grocery bag to use in any way they like to make attire like that worn by a selected worker.	32 Grocery bags Paint Paint brushes Markers Scissors Staples/stapler	32 (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
33 Drama	33 The children will recreate careers and professions through dramatic play.	33 LA.252 SS.14	33 R.4 LA.262 OC.12,13, 14,15,16, 21,22,42, 47,51,52 SS.34,35, 36,37,38, 66,69,93	33 The teacher will provide a variety of props for dramatic play. The children will be encouraged to integrate unit experiences through fantasy and dramatic play. Suggested careers include: supermarket workers, doctors, nurses, firemen, farmers, plumbers, etc. Introduce the idea that some community workers "do" things like doctors and teachers and other people grow and make things. For example, farmers grow so much wheat that it can be sent to people in other countries or "exported."	33 Appropriate props	33 (O) (V)
34 Career Puzzles	34 The children will work puzzles.	34 SS.14 LA.252 R.28	34 R.40 LA.7	34 The teacher will make puzzles from large pictures of career workers. The children will work the puzzles.	34 Large pictures glued to cardboard and cut up	34 (O)
Emphasis: Farms						
35 Animals and Their Habitats	35A The children will discuss where animals live on and around a farm.	35A S.1,2	35A R.1,2	35A The teacher will show the children pictures of animals and their habitats.	35 Animal pictures Pictures of habitats Books Magazines	35 (L) (C) (FT)
	35B The children will recognize that there are many different places where animals make their homes.	35B S.5	35B R.3,4 OC.3,11 LA.250,299, 340	35B The teacher will lead a discussion of animals and their homes, and ask questions to check for learning, being sure to include questions about land and water animals.		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
36 <u>A House is a House For Me</u>	36A The children will illustrate an animal and its habitat.	36A MA.30	36A R.13 LA.1,49,101 A.1,41,43	36A The teacher will read the book, <u>A House is a House For Me</u> . After reading the story, each child will choose an animal to illustrate. The child will illustrate the animal and its house.	36A Book, <u>A House is a House For Me</u> by Hoberman Paper Markers/crayons	36A (L) (O) (PA) (FT)
	36B The children will write about their picture, using invented spelling.	36B R.23,115	36B R.14,24,25, 45 LA.31,33, 48,50,52	36B The teacher will encourage the children to write about their illustrations of animals and habitats.	36B Paper Pencils	36B (PA) (L) (O)
37 Word Problems	37 The children will solve simple verbal word problems with the use of manipulatives.	37 MA.6,13,171	37 MA.31,62	37.a The teacher will demonstrate simple addition problems. Example: There were two horses. One more horse came to the farm. How many horses are there all together? 37.b The teacher will say word problems for the children to solve. The children will use plastic farm animals as manipulatives to solve the verbal problems. The teacher will check for correct answers.	37 Plastic farm animals or other manipulatives	37 (L) (O) (C) (IT)
38 Animal Habitats	38A The children will determine what makes a good farm animal home.	38A MA.38	38A R.4,72 OC.3,29,30	38A The teacher will encourage the children to suggest criteria for a good animal home. Using those criteria, evaluate different articles to see if they would help to make a good home.	38 Blocks Small interlocking blocks Yarn Craft sticks Other classroom materials	38 (O) (PA) (L) (C)
	38B The children will use a variety of materials to construct animal habitats.		38B OC.29,30 A.5,41	38B The teacher will help the children to use problem solving to construct a good farm animal home, using manipulative materials.		

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
39 Farm Buildings	39 The children will draw, cut and glue construction paper to create a farm building.	39 R.115	39 LA.1,3,4 A.1,41,43	39 The teacher will provide the materials and offer suggestions for the children to create a farm building. The children will display their creation on the Farm Mural. (See P6)	39 Pictures Colored paper Crayons Scissors Glue	39 (O) (PA) (L) (C)
40 Farms	40 The children will recognize differences in crop/animal farms.	40 R.21 SS.14	40 S.19	40 The teacher will lead a discussion about the differences in animal farms and crop farms. (See P6)	40 Animal pictures Product pictures	40 (L) (O) (C)
41 Animal and Crop Products	41 The children will match animals and crops to their products.		41.a R.1 LA.250,299 OC.11	41.a The teacher will provide pictures of animals and crops and lead a discussion about their products. Then the teacher will show pictures of products and ask questions to check for learning.	41 Picture cards of cows beef products dairy products leather cotton plants clothing sheep wool peanuts peanut butter Etc.	41 (L) (O) (C)
		41.b MA.30	41.b R.2	41.b The teacher will allow the children to match the pictures of final products to the appropriate animal or plant.		
42 Eat Like the Animals	42A The children will recognize how an animal eats.	42A S.2	42A H/PE.8 S.24	42A The teacher will put shredded wheat into shallow bowls. The children will place their hands behind their backs and try to eat like an animal.	42A Saucers Shredded wheat	42A (O) (C)
	42B The children will discuss how they felt during their "feeding."		42B R.3,4,9 OC.3,4,41 LA.340,341 S.24	42B The teacher will lead a discussion and record responses of the children's feelings. Discuss these feelings.	42B Experience chart Markers	42B (ECS) (L)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
43 Numerals	43 The children will identify numerals, numeral words, and numeral sets (1-12).	43 MA.2,6,13, 30	43 MA.31	43 The teacher will offer each child an envelope and ask the child to find the three cards to complete the set. For example: The child chooses an envelope with a 2 on the outside. Then he/she must find the numeral "2" card, the card with the word "two" on it, and the card with a set of 2 objects on it.	43 12 envelopes (numbered 1-12) 12 numeral cards (1-12) 12 numeral words (one-twelve) 12 numeral cards (sets of objects)	43 (O) (IT) (C)
44 3-D Sheep	44 The children will use provided materials to create a 3-dimensional sheep.	44 R.115	44 LA.4,9 A.4,41,43	44 The teacher will have the children make sheep from construction paper. Then the children will glue cotton balls or wool yarn onto the outline.	44 Pictures of sheep for reference Const. paper Glue Cotton balls and/or yarn	44 (O) (PA)
45 Favorite Animals Graph	45 The children will graph their favorite animal of the given choices.		45.a R.1,2,4 LA.250 OC.3	45.a The teacher will ask the children to name their favorite animals. The teacher will then write these animal names on a circle graph which is divided into equal sections with an animal name listed on each "slice." The children will place a clothespin on the section of the graph containing the animal name of their choice.	45 Teacher-made circle graph Markers Clothespins	45.a (O) (C)
		45.b MA.6,13	45.b R.4,110 LA.299 OC.3,11 MA.12,31, 239 SS.61	45.b The children will count how many chose each animal. The teacher will then write the numeral and discuss the results.	45.b Markers	45.b (O) (L) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
46 "C" is for Cow	46 The children will match beginning consonant sounds to pictures related to the farm.	46.a R.12,21 46.b R.12	46.a R.1,14,45 LA.48,50, 52,250 46.b R.15	46.a The teacher will provide farm pictures and letter cards (A-Z) and instruct the children to match beginning consonant sounds of the letter cards to the correct farm picture. 46.b The teacher will instruct the children (those who are capable) to identify and match ending consonant sounds.	46 Farm pictures Letter cards (A-Z)	46 (O) (C) (IT)
47 Animal Classification	47 The children will classify animals as farm, zoo, or pet.	47 MA.28 S.2	47 R.1,2,110 LA.250,253 SS.61 A.1	47 The teacher will prepare a three-column chart with each column labeled: 1) Farm Animals, 2) Zoo Animals, 3) Pet Animals. The teacher will ask each of the children to name three animals (one from each category). The teacher will then write the animal names in the correct column and have the child draw a picture to place beside the name.	47 3-column chart Markers	47 (O) (L) (C) (PA)
48 Animal Sorting	48 The children will sort animals by common characteristics.	48 R.21 MA.28 S.2	48 R.1,2 LA.250,253	48 The teacher will place 3 trays and a variety of plastic animals on the table for the children to sort. For example: 1) those with round-shaped ears; 2) those with pointed ears; 3) those with horns OR 1) Pets; 2) Farm Animals; 3) Zoo Animals.	48 3 trays for sorting Plastic animals	48 (O) (L) (C)
49 Animal Concentration	49 The children will recognize likenesses and differences.	49 R.21,28,30	49 H/PE.4	49 The teacher will prepare a 4 x 4 grid and place one of the animals in each square. Cover each animal with a dixie cup. The children will take turns lifting 2 cups and identifying those animals. If those animals are the same, the child takes another turn.	49 8 matching pairs of animals 4 x 4 grid 16 dixie cups	49 (O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
50 "Did You Feed My Cow?"	50 The children will recognize that animals need food to grow.	50.a R.12	50.a H/PE.8,190, 193 MU.3,73,74, 75	50.a The teacher will tell the children the words to the song and talk about an appropriate response. The teacher and the children will then listen to the record and sing along.	50.a Record or tape: Ella Jenkins, "Did You Feed My Cow?" Record or tape player	50.a (O) (L) (C)
			50.b R.1,4 OC.3 LA.250	50.b The teacher will discuss with the children the various foods that come from cows, e.g., cheese, milk, butter, ice cream, hamburgers, steak, etc.		50.b (O) (L) (PT)
51 Making Butter	51 The children will recognize that dairy products come from cows.		51 R.19 OC.25 H/PE.9,10, 11	51 The teacher will instruct the children to measure 2 tablespoons of whipping cream and pour it into a baby food jar. Place the lid on the jar and shake until thick. The children can then spread the home-made butter onto crackers for a snack.	51 Whipping cream Baby food jars Tablespoon Crackers Knives	51 (O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Language Arts						
When Did the Sound Stop?	Auditory Awareness See p. 453.		OC.25	Use with study of the senses. See p. 453.	See p. 453.	(O)
Musical Simon Says	Auditory Awareness See p. 453.	R.11		Use with study of the senses. See p. 454.	See p. 454.	(O) (C)
Listening to Foods We Eat	Auditory Awareness See p. 454.	R.12		Use with study of the senses. See p. 454.	See p. 454.	(O) (C)
Sound Try	Auditory Awareness/ Discrimination See p. 455.	R.11,12		Use with study of the senses. See p. 455.	See p. 455.	(O) (C)
Matching Sound	Auditory Discrimination See p. 455.	R.12		Use with study of the senses. See p. 455.	See p. 455.	(O) (C)
Singing a Sequencing Song	Auditory Sequencing See p. 459.		OC.28	Use the suggested song, "Farmer in the Dell," or try "Old McDonald." See p. 459.	See p. 459.	(O)
Feely Can	Vocabulary Development See p. 467.		R.1 OC.3,12,13 S.32	Instead of putting many objects in a large can, single objects may be placed in margarine tubs in a sock to make individual feely cans. Use with study of the senses. See p. 467.	See p. 467.	(O)
Wonder Times	Oral Vocabulary See p. 470.		OC.11	Encourage questions concerning growth, change, careers and other aspects of the unit. See p. 470.	None	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Expressing Feelings	Oral Vocabulary See p. 473.	R.68,72	R.1,3,4 LA.299,337, 340 OC.2,3	Use variety of pictures to get contrast of young/old, as well as expressive pictures showing people in different careers. See p. 472.	See p. 472.	(O)
Nose Knows	Oral Vocabulary See p. 473.		S.32 R.1,3,4 LA.288 OC.3	Use with study of senses. See p. 473.	See p. 473.	(O)
Talking Mural	Oral Vocabulary See p. 475	OC.12,13	OC.2,14,15, 16,21,22, 23,28,30 R.3,7,73 LA.337,339, 340	Choose a story that deals with farming, such as "The Little Red Hen," or farm animals, as suggested. See p. 475.	See p. 475.	(O) (PA)
Peanut Butter Cookies	Reading Readiness Oral Communication See p. 477.		R.1,3,4 OC.12,13,25 LA.250,262	Encourage a lot of talking. Use with study of senses. See p. 477.	See p. 477. See recipe, p. 498.	(O)
Feely Box	Reading Readiness See p. 480.		R.24,25	Use with study of senses. See p. 480.	See p. 480.	(O)
Print Shop	Reading Readiness See pp. 480-481.	LA.252	R.24,29 LA.9 OC.52	This activity could easily be extended for several days. It not only encourages a tactile approach to letter recognition, but also gives an opportunity for some career role-modeling. See pp. 480-481.	See p. 481.	(O) (L) (PA)
Plumbing the Alphabet	Reading Readiness See p. 485	R.21,28	R.24,29	A unique approach to letter recognition, this activity also gives children a taste of plumbing. See p. 485.	See p. 485.	(O) (FT)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Play Dough	Pre-Writing Skills See p. 489.		LA.9 R.29	See pp. 489-498.	See p. 489.	(O)
Edible Necklaces	Pre-Writing Skills See p. 492.		LA.5	Use with study of the senses. See p. 492.	See p. 492.	(O)
Collage Letters	Pre-Writing Skills See p. 493.		LA.4,9 R.29	Use with study of senses. See p. 493.	See p. 493.	(O) (PA)
Cutting and Pasting	Pre-Writing Skills See p. 493.		LA.3,4 H/PE.10,11	Use variation #1 asking children to use pictures of healthy food and snacks. See pp. 493-494.	See p. 493.	(O) (C) (PA)
Sandpaper Letters	Pre-Writing Skills See p. 495.	R.21,115	R.24	Use with study of senses. See p. 495.	See p. 495.	(O) (C)
Stained Glass Windows	Pre-Writing Skills See p. 496.		LA.2 A.4,41	Use with study of senses. See p. 496.	See p. 496.	(PA)
Math						
Category Collections	Sorting See p. 249	MA.28	MA.29 LA.253 R.2	See Push-Pin Pictures on p. 250. Pictures can be sorted as suggested in this activity or by other categories: food groups, healthy/unhealthy, colors of foods, grown above or below ground, etc.	See p. 250.	(O) (PA) (C)
String Story	Sorting/Positions See p. 253.	MA.28,38	MA.218	The suggestions for <u>Fruits and Animals</u> would be appropriate. See pp. 253-254.	See pp. 253-254.	(O) (C)
Help the Puppy Make Up His Mind	Positional Words See p. 259.	MA.216	MA.31,218 LA.14,15	See pp. 259-260.	See p. 259. For pattern, see p. 351.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Correspondence Games	One-to-One Correspondence See p. 260	MA.30		See <u>Cowboys and Cowgirls</u> and <u>Workers and Helpers</u> on pp. 260-261.	See pp. 260-262. For pattern, see pp. 354-355.	(O) (C) (FT)
Snack Time	One-to-One Correspondence See p. 264.	MA.30	H/PE.10	See p. 164.	See p. 264.	(O) (C)
More Correspondence Games	One-to-One Correspondence See p. 265.	MA.30		See <u>Mother and Babies</u> on p. 265.	See p. 265.	(O) (C)
It's In the Bag	Counting See p. 268.	MA.13		See pp. 268-269.	See p. 268.	(O) (C)
Listen and Count	Counting/Listening See p. 273.		MA.6,31	Use in study of senses. See p. 273.	See p. 273.	(O) (C)
Feed the Puppy	Understanding of Numbers See p. 273.		MA.31	See pp. 273-274.	See p. 274.	(O) (C)
Number Partners	Matching Numerals and Numbers See p. 275.	MA.2,6,13		See <u>Watermelon Seeds</u> on p. 275.	See p. 275. For pattern, see p. 360.	(O) (FT)
Writing Numerals	Forming Numerals See p. 281.		MA.12	Try <u>Sandpaper Numerals</u> , <u>Rub-A-Numeral</u> , <u>Yarn Numerals</u> or <u>Glue Numerals</u> in a study of the senses. See p. 281. Several of the variations would be appropriate for a study of the senses.	See p. 281.	(O) (C)
Numerals Searches	Numeral Identification See p. 281.		MA.3 LA.3,4	See pp. 281-282.	See p. 282.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
(a) Number Walk I	Numeral Identification See p. 287.	(a) MA.2,6,13, 28,215		Use in a study of the senses. See p. 287.	See p. 287.	(C)
(b) Number Walk II		(b) MA.2	(b) MA.3,11			(C)
Way Down Yonder in the Paw Paw Patch	Number/Numeral Knowledge See p. 288.	MA.2	MA.3	See p. 288.	See p. 288.	(O) (C)
Mary Had a Little Number	Number/Numeral Knowledge See p. 288.	MA.2	MA.3,12	See pp. 288-289.	See p. 288.	(O) (C)
The Muffin Man	Number/Numeral Knowledge See p. 289.	MA.2		See p. 289.	See p. 289.	(O) (C)
Geometry Scavenger Hunt	Naming/Sorting Shapes See p. 297.	MA.215		Use in study of the senses. See p. 297.	See p. 297.	(O) (C)
Take-Away Task Cards	Subtracting/Word Problems See p. 310.	MA.171	MA.1,62,63	Use farm animals or things that grow as manipulative objects. See p. 310.	See p. 310.	(O) (C).
Graphing Fun	Graphing See p. 318.	MA.28	MA.239 R.2 LA.253 SS.61	Use "Food Groups" Under <u>Fill-in-the-Blank Graph</u> on p. 320. See pp. 318-322.	See p. 320.	(PA) (O)
Playing Store	Counting/Coins See p. 326.		MA.134,136	See p. 326.	See p. 326.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Peanut Butter Balls	Measuring/Cooking See p. 329.		H/PE.11 S.32	Use in study of the senses. See p. 329.	See p. 329. For recipe, see p. 391.	(O)
Numeral Pancakes	Counting/Measuring/ Cooking See p. 330.		MA.1 H/PE.11 S.32	Use in study of the senses. See p. 330.	See p. 330. For recipe, see p. 392.	(O) (C)
Fruit Salute				This activity is also listed in the Harvest Unit. Please see that unit for details and discussion. See p. 331.		
Sharing Soup				Note as above. See p. 332.		
<u>Science</u>						
Hot and Cold Temperatures	Feeling See p. 422.		S.32	Use in study of senses. See p. 422.	See p. 422.	(O)
Feely Box	Feeling See p. 422.		S.32	See p. 422.	See p. 422.	(O)
Smelling	Smelling See p. 422.		S.32	See p. 422.	See p. 422.	(O)
Tasting Party	Tasting See p. 423.		S.32	See p. 423.	See p. 423.	(O)
Color Mixing	Seeing See p. 423.	S.34	S.32	See p. 423.	See p. 423.	(O) (PA) (C)
Matching Sounds	Hearing See p. 424.		S.32	See p. 424.	See p. 424.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Plants Need Light	Plant Growth See p. 425.	R.21	S.24	See p. 425.	See p. 425.	(O) (C)
Stages of a Seed Sprouting	Seed Growth See p. 425.		S.18	See pp. 425-426.	See p. 425.	(O) (ECS)
Plants Release Oxygen	Plant Growth See p. 426.		S.19	See p. 426.	See p. 426.	(O)
Watching Plants Drink	Plant Growth See p. 426.		S.19	See p. 426.	See p. 426.	(O) (ECS)
The Stages of a Flower	Plant Growth See p. 426.		S.19	See pp. 426-427.	See p. 426.	(O) (ECS)
The Rooting Process	Plant Growth See p. 427.		S.19	See p. 427.	See p. 427.	(O) (ECS)
What Is An Animal?	Animal Characteristics See p. 435.	S.1	S.19	See p. 435.	See p. 435.	(O) (C)
Where Do Animals Come From?	Animal Growth See p. 435.		S.19	Compare to plants. See p., 435.	See p. 435.	(O) (ECS)
What Do Animals Need to Grow?	Animal Growth See p. 436.		S.19	Compare to plants. See p. 436.	See p. 436.	(O) (L)
<u>Social Studies</u>						
Fingerplays				See pp. 511-512.		
Alice's Restaurant	Career Awareness Cultural Pluralism See p. 525.	SS.14 LA.252	SS.15,18, 29,30,66 OC.42	See pp. 525-526.	See p. 525.	(O) (C)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
What If A Beautician Didn't Finish The Job?	Career Awareness Responsibilities See pp. 529-530.	LA.252	R.68	See pp. 529-530 and unit on self for details and discussion.	See p. 530.	(O) (C)
A Carpenter Needs a Hammer	Career Awareness See pp. 533-534.	LA.252	SS.15,16, 37 OC.49	See pp. 533-534.	See p. 524.	(O) (C)
The Butterfly Assembly Line	Career Awareness See p. 534.	LA.252	SS.15,16, 37 OC.49	See pp. 534-535.	See p. 535.	(O) (PA) (C)
<u>Music</u>						
Rhythm Instruments	Using Rhythm Instruments See p. 557.		MU.1,3,4,5, 19,44,75	See pp. 557-561 for details on how to construct rhythm instruments that could be used in a study of the senses. See pp. 557-561.	See pp. 557-561.	(O) (C)
Songs About Plants	Singing See p. 591.		MU.73,74	"John the Rabbit," p. 592. "On Our Farm," p. 593.	See p. 591.	(O) (L)
Songs About Weather	Singing See p. 638.		MU.73,74	"It's Spring," p. 641. "Springtime, Springtime," p. 642. "Springtime is Coming," p. 643.	See p. 638.	(O) (L)
Sequence Songs	Singing See p. 645.		MU.73,74	"Old MacDonald," p. 646.	See p. 645.	(O) (L)
Growing	Movement See p. 666.		H/PE.193	See pp. 666-667.	None	(O)
Listen for the Sound	Listening See p. 672.		S.32	Use in study of the senses. See p. 672.	See p. 672.	(O)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Sources That Tell	Listening See p. 674.	R.12	H/PE.189 MU.32	Use in study of the senses. See p. 674.	See p. 674.	(O) (C)
Follow Directions	Listening See p. 675.	R.12	R.19 OC.25	Use in study of the senses. See pp. 675-676.	See p. 675.	(O) (C)
Color Games	Listening/ Identifying Colors See p. 681.	R.20 S.34	R.19 OC.25	Use in study of the senses. See pp. 681-682.	See p. 681.	(O) (C)
Art						
"Squeazy" Painting	Painting See p. 400.		A.41	Use in study of senses. See p. 400.	See p. 400.	(O) (PA)
Soapstud Painting	Painting See p. 401.		A.41	Use in study of senses. See p. 401.	See p. 401.	(O) (PA)
Newspaper Painting	Painting See p. 401.		A.41 LA.2	Use during career awareness or while using "Printshop" activity. See p. 401.	See p. 401.	(O) (PA)
Shaving Cream Fingerprint	Painting See p. 401.		A.41	Use in study of senses. See p. 401.	See p. 401.	(O) (PA)
Dip n' Dye	Painting/Dying See p. 402.		A.41	Use in study of senses. See p. 402.	See p. 402.	(O) (PA)
Recipes, for Modeling	Modeling See p. 403.		A.5,41	See pp. 403-404 for five modeling recipes. Use in unit on senses.	See pp. 403-404.	(O) (PA)
Touch-It Pictures	Collage See p. 404.		A.4,41	Use in unit on senses. See pp. 404-405.	See p. 404.	(O) (PA)
Tissue Design	Collage See p. 405.		A.4,41	Use in unit on senses. See p. 405.	See p. 405.	(O) (PA)

Activities	Objectives	MLS	ILS	Procedures	Materials	Evaluation
Spring--Egg Carton Tulips	Sculpture See p. 407.		A.5,41	See p. 407.	See p. 407.	(O) (PA)
Fabric Collage	Collage See p. 408.		A.4,41	Use in study of senses. See p. 408.	See p. 408.	(O) (PA)
Salt Box Drawing	Drawing See p. 409.		A.1,41	Use in study of senses. See p. 409.	See p. 409.	(O) (PA)
Magic Scribbles	Coloring/Listening See p. 409.		A.41	Use in study of senses. See p. 409.	See p. 409.	(O) (PA)
<u>Cooking</u>	See p. 172.			Any of the recipes found on pp. 169-184 would be appropriate. Books on pp. 183-184 that would especially be useful are <u>The Carrot Seed</u> , <u>The Three Little Pigs</u> and <u>Jack and the Beanstalk</u> .	See pp. 169-184.	(O)

**MASTERY SKILLS CHECKLIST,
BIBLIOGRAPHY,
AND APPENDIX**

MASTERY SKILLS CHECKLIST

Child's Name _____

I - Introduced
RT - Retought
M - Mastered

Skill	I	RT	M
R.11 Environmental sounds			
R.12 Classifies sounds			
R.20 Recognizes colors			
Matches colors			
Discriminates colors			
R.21 Recognizes likenesses			
Recognizes differences			
R.21 Identifies own name in print			
R.23 Demonstrates left-right progression			
R.28 Recognizes spatial positions			
R.30 Recalls a series of objects			
LA.251 Names family members			
LA.252 Gives titles of community workers			
LA.305 Uses body to show positions indicated in prepositional phrases			
LA.306 Places objects to show positions indicated in prepositional phrases			

Skill	I	RT	M
MA.13 Identifies cardinal numbers (1-9) to show how many in a set			
MA.28 Classifies objects by size			
Classifies objects by shape			
Classifies objects by color			
Classifies objects by use			
MA.36 Orders three objects (smallest to largest)			
Orders three objects (shortest to tallest)			
MA.38 Compares two objects (tallest and shortest)			
Compares two objects (biggest and smallest)			
Compares two objects (heaviest and lightest)			
MA.5 Identifies numerals 1 to 9			
MA.6 Identifies the meaning of numbers 1 to 9			
MA.14 Identifies ordinal number to indicate which is first, second, third			

Skill	I	RT	M
MA.38 Matches sets of equal value by one-to-one correspondence			
MA.34 Reproduces a given visual pattern			
Reproduces a given auditory pattern			
Reproduces a given physical pattern			
MA.86 Identifies a shape that is divided into half			
MA.135 Names the days of the week			
MA.171 Solves simple verbal word problems with the help of manipulatives			
MA.215 Identifies a circle			
Identifies a square			
Identifies a triangle			
MA.216 Identifies the location of an object --over, under, inside, outside			
FL.1 Can distinguish foreign sounds and rhythms from English			
FL.2 Can use some spoken words from foreign language in activities (songs, games, etc.)			
FL.3 Appreciates language and cultural differences			
S.1 Classifies objects as living or non-living			

Skill	I	RT	M
S.2 Classifies animals as pets, farm animals, or zoo animals			
S.3 Identifies the poison symbol			
S.4 Identifies three animals that live on land and three animals that live in the water			
S.31 Selects appropriate sensory receptors for hearing, smelling, tasting, seeing, and touching			
S.33 Classifies objects that sink and float			
S.34 Identifies colors of objects			
SS.1 Names the five senses			
SS.3 Names the members of his/her family			
SS.4 Describes the basic home chores of each family member			
SS.6 Names the teacher and principal			
SS.7 Names the school attended			
SS.8 Tells home address			
SS.9 Tells home phone number			
SS.14 Names businesses that serve the family (grocery, dry cleaner, service station, etc.)			

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MYSELF, MY HOME, MY SCHOOL

Suggested Books

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Additional Books

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MAKING MEMORIES

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- "Oh, What a Miracle Am I!" from Walter the Waltzing Worm, Hap Palmer.

- "Everybody Has Feelings," Hap Palmer.

- "Did You Feed My Cow?" Ella Jenkins.

- "My Name Is Stegosaurus."

APPENDIX

Alphabet Pretzels

1 T. yeast dissolved in	Salt
1/2 c warm water	Wax paper
1 t. honey	Letter guides
1 t. salt	Oven
1 1/3 C. flour	Beaten egg to coat pretzels

Mix honey into yeast mixture. Add salt and flour. Divide dough into small pieces. Shape into letters. Brush with beaten egg. Sprinkle with salt. Bake 25 minutes at 450 degrees.

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Rice Cakes

9 T. corn meal mix
4 1/2 T. self-rising flour
1 1/2 C. water
3-5 T. oil for frying

Mix corn meal mix, flour and 1 C. water together until smooth. Heat a thin layer of the oil in a heavy iron skillet until very hot. Add the batter, a tablespoonful at a time, to form round fritters and fry until crisp and browned. Turn and fry briefly on the second side. Add more water to the batter to keep it thin, and more oil to the skillet if necessary. Drain on paper towels.

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Corn and Potato Chowder

2 onions, chopped	4 potatoes, sliced
3 T. oil	1 can (16 oz.) corn
2 T. flour	3 C. scalded milk
2 C. water	Salt and pepper

Brown onion in oil. Add flour, stirring often. Add 2 C. water and potatoes. Cook until potatoes are soft. Add corn and milk and cook 5 minutes. Season and serve.

Quick Clam Chowder

1 can concentrated clam chowder
1 can concentrated chicken gumbo soup
2 C. milk

Combine and heat thoroughly, stirring constantly.

Indian Pudding

6 C. milk, scalded	1 t. salt
1 C. yellow cornmeal	1 t. ginger or grated lemon rind
1/2 C. molasses	1/4 t. soda
1/4 C. sugar	2 eggs, slightly beaten

Pour milk slowly on the corn meal, cook in double boiler 20 minutes; add other ingredients. Pour into buttered baking dish and bake 3 hours in a very slow oven, 250 degrees. Good served warm with cream.